

**“THE IMPLEMENTATION OF TEACHING AND LEARNING ENGLISH OF
STUDENTS WITH HEARING IMPAIRMENT”**

**(A Naturalistic Study at Eleventh Grade Students of SLB YRTRW Surakarta of
2013/2014)**



THESIS

BY:

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TEACHER TRAINING AND EDUCATION FACULTY

SEBELAS MARET UNIVERSITY

SURAKARTA

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**Submitted to Teacher Training and Education Faculty of
Sebelas Maret University to Fulfill One of the Requirements
for Achieving the Undergraduate Degree of English Education**

**ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA**

2014

PRONOUNCEMENT

I would like to certify that the thesis entitled **“The Implementation of Teaching and Learning English of Students with Hearing Impairment (A Naturalistic Study at Eleventh Grade Students of SLB YRTRW Surakarta 2013/2014)”** is really my own work. It is not plagiarism or made by others. Everything related to other’s work are written in quotation, and the sources are listed in the bibliography.

If then, this pronouncement proves wrong; I am ready to receive any academic punishment.

Surakarta, May 2014

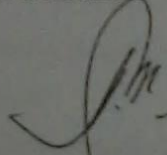


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APPROVAL OF CONSULTANT

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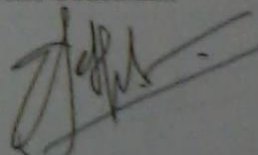
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MOTTO

Mungkin kau tahu apa yang kau inginkan dalam hidupmu, tapi Tuhan tahu yang terbaik untukmu.

Jangan putus asa saat semua tidak berjalan sesuai dengan keinginanmu, dan percayalah bahwa Tuhan telah menyiapkan yang lebih baik untukmu.

Aulia Rachmanti

Jangan menuruti perkataan orang lain hanya agar kau bisa disukai.

Kau mungkin akan disukai, tapi sesungguhnya kau tidak akan menyukai kepalsuan yang ada pada dirimu

Aditya Pratama

DEDICATION

This thesis is dedicated to:

1. Allah SWT, my guidance of life Her beloved parents
2. My beloved mother, father and brother, thank you for your never ending prayer and care.
3. My amazing friends: Dimas, Resti, Dita, Ria, Fari, Gyarta, and Dewi, thanks for helping me in the process of writing this thesis
4. All of my great friends in English Education Department 2009.

ABSTRACT

Aditya Pratama. K2209001. *“The Implementation of Teaching and Learning English of Students with Hearing Impairment (A Naturalistic Study at Eleventh Grade Students of SLB YRTRW Surakarta 2013/2014)”* Thesis. Surakarta: Teacher Training and Education Faculty, Sebelas Maret University, 2014.

This research aims at (1) describing the implementation of teaching and learning English in XI grade students of SLB B YRTRW Surakarta (2) identifying the problems faced by the teacher and the XI grade students of SLB B YRTRW Surakarta in the process of teaching and learning English and (3) To find out the proficiency level of XI grade students of SLB B YRTRW Surakarta in English. The method used in this research is a qualitative naturalistic method. The research was conducted in the XI grade students of SLB B YRTRW Surakarta from September through November 2013. The sources of the data are events, informants, and documents. The data are collected through observation, interview, and document analysis. The data are analyzed using coding which consists of open coding, axial coding and selective coding.

Based on the result of the research, it can be concluded that: in the process of teaching and learning English, the students with hearing impairment are also able to understand English just like any other students as long as the teacher uses various teaching method, materials and media which are suitable with them. The problems faced by the students are because of their lack of language input which results in their imperfect pronunciation and their limited vocabulary. The problems faced by the teacher are teacher's extra responsibilities and the lack of the teacher in time management. Students' proficiency level in English are classified as they are able to: (1) understand general language related to the content area, (2) produce phrases or short sentences, and (3) use oral or written language with some errors that often impede the meaning of communication. From the results of the research, the writer suggests the school to not giving too many responsibilities to one teacher, and the school should hire field study teachers so the quality of teaching and learning could be improved. The writer suggests the teacher to use various teaching methods and media suitable with the students' condition to improve their English mastery. For the students with hearing impairment, the writer suggests that they should not think that their impairment is a hindrance to learn English and they should keep improving their English.

Keywords: *Students with hearing impairment, teaching and learning English, problems, proficiency.*

ABSTRAK

Aditya Pratama. K2209001. **“The Implementation of Teaching and Learning English of Students with Hearing Impairment (A Naturalistic Study at Eleventh Grade Students of SLB YRTRW Surakarta 2013/2014)”** Skripsi. Surakarta: Fakultas Pendidikan dan Ilmu Keguruan, Universitas Sebelas Maret, 2014.

Penelitian ini bertujuan untuk (1) mendeskripsikan implementasi belajar mengajar Bahasa Inggris pada kelas XI SLB B YRTRW Surakarta (2) mengidentifikasi permasalahan yang dihadapi oleh guru dan murid kelas XI SLB B YRTRW Surakarta dalam belajar mengajar Bahasa Inggris dan (3) menentukan profisiensi murid kelas XI SLB B YRTRW Surakarta dalam Bahasa Inggris. Metode yang digunakan dalam penelitian ini adalah metode kualitatif naturalistik. Penelitian dilaksanakan pada murid kelas XI SLB B YRTRW Surakarta dari bulan September hingga November 2013. Sumber data diperoleh dari: kejadian, informan, dan dokumen. Data dikumpulkan melalui pengamatan, wawancara dan analisa dokumen. Data yang diperoleh dianalisis menggunakan coding yang terdiri dari: open coding, axial coding and selective coding.

Berdasarkan hasil dari penelitian ini, dapat disimpulkan bahwa: dalam proses belajar-mengajar Bahasa Inggris, murid tunarungu juga mampu memahami pelajaran Bahasa Inggris seperti anak normal selama guru memberdayakan berbagai cara, metode mengajar juga media yang sesuai dengan kebutuhan dan kondisi mereka. Permasalahan yang dihadapi oleh murid disebabkan oleh kurangnya input bahasa yang berdampak pada ketidaksempurnaan pengucapan mereka dan terbatasnya kosakata mereka. Permasalahan yang ditemui oleh guru adalah tanggung jawab guru yang terlalu banyak dan kekurangan guru dalam mengelola waktu. Profisiensi siswa dalam Bahasa Inggris dapat diklasifikasikan sebagai berikut: (1) mereka mampu untuk memahami kata dan bahasa umum yang berkaitan dengan topik, (2) mereka mampu untuk membuat ungkapan atau kalimat pendek, dan (3) mereka mampu untuk menggunakan bahasa lisan maupun tertulis dengan beberapa kesalahan yang terkadang mengganggu komunikasi. Dari hasil penelitian, penulis menyarankan pada sekolah untuk tidak memberi terlalu banyak tanggung jawab pada seorang guru, dan sekolah bisa mengangkat guru bidang studi Bahasa Inggris sehingga kualitas belajar mengajar dapat ditingkatkan. Penulis menyarankan guru untuk menggunakan beragam metode dan media mengajar yang sesuai dengan kemampuan. Murid tunarungu tidak boleh menganggap kekurangannya adalah halangan untuk belajar dan harus tetap belajar dan meningkatkan kemampuan Bahasa Inggris mereka.

Keywords: *Murid Tunarungu, belajar mengajar Bahasa Inggris, permasalahan, profisiensi.*

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The writer realizes that this thesis is far from perfection but she hopes that this thesis will be useful for the readers and for those who learn English

Surakarta, August 2014

Aditya Pratama

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CHAPTER I

INTRODUCTION

A. Background of the Research

Nowadays English is very important in almost every aspect in human's life. According to Nutt (2007: 1) "If you can speak English, you will probably be able to communicate with someone in just about any major country you could visit." Frath (2010: 3) says "English has become the international language of science and technology, commerce and diplomacy, tourism and travel and English is now the first source for information in most languages." Lie (2002: 60) also states that "The knowledge of English has become a significant vehicle for accessing valued resources and elite positions." It is emphasized by the fact that the most of the knowledge on which the global communication and economy operate is in English.

Since English has important role as global communication and the transfer of science and technology, Indonesian government has included English in the education curriculum. English should be learned by all students, not only by normal students, but also the students with special needs. It is based on *UUD 1945 pasal 12: Tiap-tiap warga negara berhak mendapatkan pengajaran* (Every citizen has the same right to have education). That statement indicates that every citizen including students with special needs has the same right in receiving education.

According to Wah (2011) a child or student is considered to have Special Education Needs if he or she: a) has a disability, b) displays greater difficulty in learning as compared to the majority of peers of the same age or displays difficulty accessing educational facilities for the majority of peers of the same age or displays some areas of impairment in terms of social, academic, physical or sensory functioning (i.e. the students is not on par with the majority of peers), and c) requires different and/or additional resources beyond what is available.

Wah (2011) also mentions six types of disabilities of the students with Special Education Needs, they are students with: visual impairment, hearing impairment, intellectual disability (significant limitations in cognitive function), cerebral palsy (disorders of movement and posture), attention deficit hyperactivity disorder (less ability to control themselves in the society), and multiple disabilities (have two or more impairments).

From all of disabilities mentioned by Wah, the researcher took interest to the students with hearing impairment. According to Kartadinata (1996) the students or people with hearing impairment are those who their hearing ability is impaired, whether their hearing is only partially loss, or completely loss. Their impairment in hearing intrudes the sound that they are able to receive and results in the limited sound, vocabulary and language which they are able to master.

The other reason why the writer is interested in students with hearing impairment is because the limitation of the students with hearing impairment in communication. In reality, communication is the most important thing in the daily life and their disability in hearing gives them difficulty in understanding the language which spoken by other. The students with hearing impairment generally experience tremendous difficulty in acquiring spoken languages. Many students with hearing impairment accomplish only partial acquisition of the spoken language and experience difficulties in reading comprehension and written expression. It is in line with Berent (2001: 1) who states that “Without full access to the sound and intonations to the spoken language, the acquisition process for the students with hearing impairment is often labored and unnatural and occurs at much slower rate.”

According to Clymer and Berent (2007: 4) “Students with hearing impairment or deaf students often struggle to attain good literacy skills in the spoken language of the community in which they live.” These low literacy levels have serious negative effects on the educational and career attainments of the students with hearing impairment. In an English-speaking community, the students with hearing impairment have more interaction to the forms of spoken language and have the

benefit of many support services in their educational settings, but that did not happen to the students with hearing impairment in non-English-speaking countries.

Clymer and Berent (2007) also say that the students with hearing impairment in non-English-speaking countries do not have the benefit of daily exposure to English in whatever form. Instead, they are exposed to extensive and various use of their nature language. With their limited interaction with English, thus English is therefore truly their second or third spoken language which these students are attempting to master.

Beside of the difficulties of the students with hearing impairment in learning English, their hearing and speech impairment could make the process of teaching and learning become more challenging and various problems could occur in the process of teaching and learning. Glavin as cited on Al-amarat (2011) says that problems in the process of teaching and learning may appear as a result of: inappropriate skills which students learn, choosing inappropriate time for learning, and the restricted learning opportunities offered to students. There are many academic and behavioral problems regarding students that face teacher in the classroom and has a direct impact on the teaching– learning process such as: forgetting school tools, frequent absence, lack of attention, hyperactivity, inappropriate talk in the classroom, vandalism, disobedience, aggressiveness, refused to do tasks and school works. Those problems mentioned above could occur both in the normal students and students with hearing impairment and more problems other than mentioned above could occur to the students with hearing impairment because of their limited hearing and speaking ability. This is also one of the reasons why the writer wanted to conduct the research on the students with hearing impairment.

From the difficulties faced by the students with hearing impairment mentioned above, the researcher interested to conduct a research to find out how is the implementation of teaching and learning English of students with hearing impairment in Indonesia; what are the problems faced by the students with hearing impairment

and the teacher in learning English; and how are the students' English proficiency level.

The researcher wanted to conduct a research to find out how the students with hearing impairment learn English in higher education level and not only the basic skill. Rajakumar (2005) says that English is introduced to the first or first two years of students to build familiarity with the language (through primarily spoken or spoken-and written input) in meaningful situations, so that the child builds up a working knowledge of the language. From what Rajakumar said, it can be seen that in the initial level, the students are in the process of familiarizing themselves to the English. That means the students on initial level learn the basic skill of English, while the writer wanted to conduct a research in the students with higher level of English, so the writer chose to conduct the research on the high school students. Tenth grade students are still new in adapting their environment in the high school, while twelfth grade students will have national examination and the researcher do not want to disturb them by conducting research in their class, that is why the researcher decided to conduct a study on the eleventh grade students.

According to Dwidjosumarto (1995), there are two types of formal education system for students with hearing impairment in Indonesia, they are: Integration system and Segregation system. Integration system is an education system which gives chance for the students with hearing impairment to have education along with normal students in the same school and in the same class. Segregation system is an education system which separates the students with hearing impairment with other normal students. In other words, segregation system gives education program through special education institute for students with special education needs. *Sekolah Luar biasa* is the term used for the school for students with special education needs in Indonesia. In Indonesia, the school which specialized in educating students with hearing impairment is called SLB B.

From the definition above, the researcher interested to conduct a research in the school with segregation system. The researcher chose this school because this school giving education services to the students with hearing impairment through special methods exclusively for them. The research wanted to know what are the special methods used in this school and how those methods are implemented in the school. Thus, the researcher conducted a research in the segregation school for the students with hearing impairment in Surakarta which is: SLB B YRTRW (*Yayasan Rehabilitasi Tuna Rungu Wicara*) Surakarta. This school is exclusive for students with hearing impairment and one of the special methods in this school is the use of sign language.

Several studies also carried out in order to find out the process of teaching and learning English of the students with hearing impairment. In line with the writer, Irawati (2011) also conducts a study to find out the process of teaching and learning English of the students with hearing impairment. In her study, Irawati also says that although students with hearing impairment have more deficiencies than normal students, but students with hearing impairment still can learn English even though in the lower level than the normal students. Aswar (2012) and Wahidah (2012) also conduct a research to the students with hearing impairment. Both of their researches are aimed to improve the English vocabulary of student with hearing impairment. Aswar uses flash card media while Wahidah uses multisensory approach. The results of their researches show that the vocabulary of the students with hearing could be improved. This result strengthens Irawati's statement which says that students with hearing impairment can learn English.

Another research which is similar with the writer's is the research from Delage and Tuller (2007). Both of their researches are conducted on adolescents with hearing impairment. But the difference is: the writer wanted to find out the implementation of teaching and learning English of the students with hearing impairment, while Delage and Tuller's research aimed to find out whether the age will influence their language mastery or not.

Despite of the similarities and differences of the writer's research and the researches mentioned above, the writer also conducts a study which have not mentioned by the researches above. The writer conducts a study about the use of sign language in the process of teaching and learning English to the students with hearing impairment, also the proficiency level of students with hearing impairment in English.

Malloy (2003: 8) says “

“The terms sign language or signed languages have been used to mean any manual representation of language relying on the use of signed vocabulary to represent concepts. This includes American Sign Language--a full language that (like English, Spanish or any other language) has its own vocabulary, grammar, literature and even poetry--but it also includes signed representations of spoken language (such as Pigeon Signed English, Total Communication, Signing Exact English, and many others) which are rightfully sign systems, not true languages.”

This kind of language is used especially by students with hearing impairment to communicate with others. This language uses the sign of both hands to communicate in order to help the students who have impairment in their hearing and speaking. As mentioned by Malloy above, there are several kinds of sign language like American Sign Language, British Sign Language, etc. In this research, the writer conducts a study to find out what kind of sign language which is used in the SLB B YRTRW Surakarta. The researcher also wanted to find out how the sign language is learned by the teacher and the students, what is the source of the sign language used in this school, and on what condition the sign language is used.

The writer also wanted to conduct a study about the proficiency of the students with hearing impairment in English. Delisle (2010) says students' major goal in their development of English proficiency is to use English in their academic achievement in all content areas. In order to achieve this goal, students need to develop English proficiency in the four communication domains of listening, speaking, reading and writing. Students also need to comprehend what they hear and what they read. Therefore, comprehension of both spoken and written English is an

underlying competency that the students need to develop. Gotlieb (2004) also mentions five levels of English language proficiency:

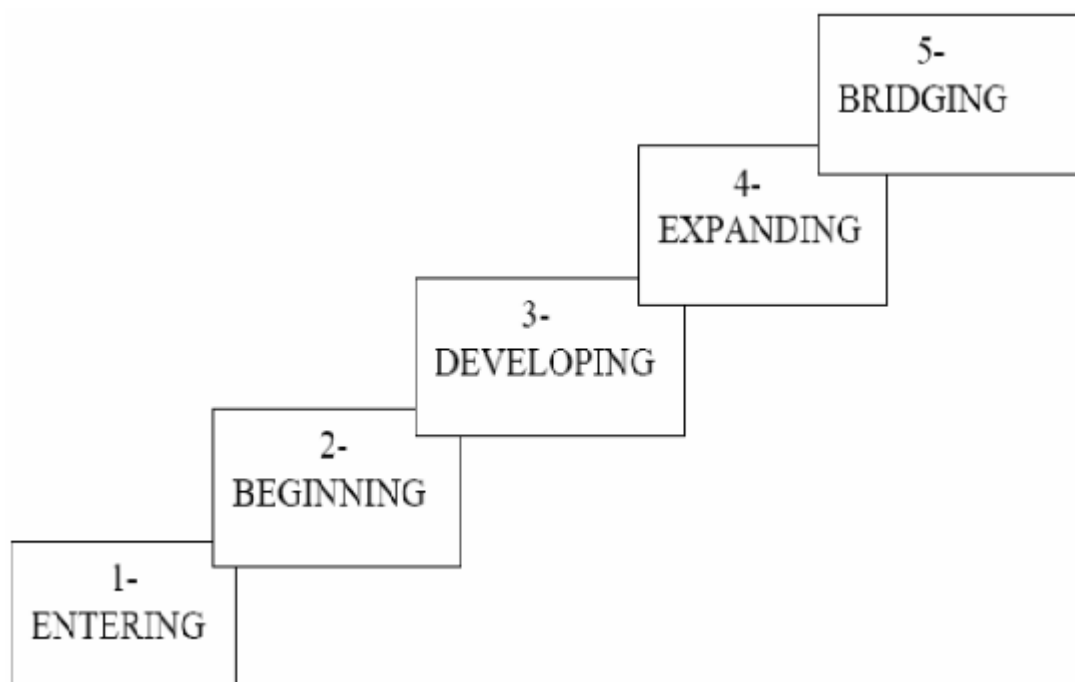


Figure 1.1 The levels of English language proficiency.

Gotlieb (2004) says the five language proficiency levels above outline the progression of language development in the acquisition of English as an additional language. From 1: Entering the process, to 5: Bridging to the attainment of state academic content standards. The English proficiency levels mentioned above are aimed to measure the English proficiency of students in using four English domain skills (listening, speaking, reading and writing), whereas students with hearing impairment have difficulties, especially in listening and speaking skill. Because of that reason, the writer interested to conduct a study to measure the English proficiency level of the students with hearing impairment regardless their difficulty in listening and speaking.

B. Problem Statement

Based on the problems identified above, the proposed problems of research can be formulated as follows:

1. How is the process of teaching and learning English in XI grade students of SLB B YRTRW Surakarta implemented?
2. What are the problems faced by the teacher and the XI grade students of SLB B YRTRW Surakarta in the process of teaching and learning English?
3. What is the proficiency of XI grade students of SLB B YRTRW Surakarta in English?

C. The Objectives of the Research

The objectives of the thesis are as follows:

1. To find out how are the implementation of teaching and learning English in XI grade students of SLB B YRTRW Surakarta.
2. To identify the problems faced by the teacher and the XI grade students of SLB B YRTRW Surakarta in teaching and learning English
3. To find out the proficiency level of XI grade students of SLB B YRTRW Surakarta in English.

D. The Benefits of the Research

This research is expected to be able to give some benefits for the researcher itself, teacher, students, reader, and other researchers.

1. The researcher

This research will give new point of view about students with hearing impairment and give strong motivation for the researcher to teach, not only in teaching normal students but also students with disabilities, especially students with hearing impairment.

2. The teacher.

The result of the study will help the teacher to know the difficulties of the students with hearing impairment in learning English and enable her to use the result of the study as input to determine which method and approach is more useful to teach English for deaf students.

3. The reader

It is expected that the information can be a useful for the readers, it will gives information and new point of view about students with hearing impairment that they have the same right in education just like other normal students including in learning English.

4. Other researchers.

It is expected that this research can be referred by others who are concern with students with special needs especially students with hearing impairment, in the concept of research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature. The discussion in this chapter includes concept of teaching and learning; and concept of hearing impairment which covers children with special education needs, children with hearing impairment, education for children with special education needs, education for children with hearing impairment, and assertive technology for children with hearing impairment.

A. Review of Related Literature

1. Concept of Teaching and Learning

a. Concept of Teaching

Teaching is the most important thing and the main duty for teacher and according to some experts, the definition of teaching can not be separated from learning. Aristotle as cited on Noddings (2003: 242) states that “Teaching is an activity that finds its result in the learner, not in the teacher. Were there no need for learning, there would be no need for teaching.” Therefore, teaching is implemented according to the needs of learning.

In teaching language, the teacher could apply various activities which results in language learning. Stern (1983: 21) says “Language teaching is the activities which are intended to bring about language learning. Language teaching is more widely interpreted than ‘instructing a language class’. Formal instruction or methods of training are included.” Since language teaching is defined as activities intended to bring about language learning, the theory of language teaching always implies concepts of language learning. A good language learning theory would meet the conditions and needs of learners in the best possible ways.

In order to meet the conditions and needs of learners in the best possible way, the teacher needs to have two abilities: “(a) the teachers must be able to analyze and interpret the situation within which they teach, and (b) the teachers must be able to plan, develop a policy, and come to decisions in the interests of their students and their programme, so that the new language is learnt as effectively as possible.” (Stern 1992: 1)

Stern (1992) also says that a teacher who has been asked to take on a new ESL (English as a Second Language) class should immediately want to know something about the students: How old are his/her students? How much English do his/her students know already? How long have his/her students been learning English? How did his/her students acquire their knowledge of the target language? Moreover, the teacher should want to know whether there is a syllabus, program, or plan which determines how this class should be taught.

The teachers also need to determine what educational system may be relevant to the need of the learner, and in which conditions or circumstances the English language will be taught. Those needs above are the main concern of language teaching policy. That opinion is strengthened by Richards (1985: 4) who says “Policy concerning the circumstances under which English will be taught in primary or secondary school, the number of hours per week devoted to teaching it, and whether it will be made available to all or only certain students in the school system.”

Besides concern about policy, Widdowson (1990) states that teachers are always faced with methodological decisions as to where adjustments are to be made in the matching up of abstraction (theory) with actuality (practice in real life situation). Then, in making up adjustments to matching up abstraction with actuality, teacher can adjust teaching as a research activity whereby experimental techniques of instruction are designed to correspond with principles of pedagogy.

From the explanations above, the researcher draws conclusion that: Teaching is an activity which concern about the result in the learner. It is interpreted more than instructing a language class but also formal instruction or methods of training. It is an activity where the teachers must be able to analyze and interpret the situation within their class and they must be able to match up the theory and the practice in the real life situation.

b. Concept of Learning

According to Stern (1983: 18):

“The concept of learning as it understood today has been greatly influenced by the psychological study of the learning process. The psychological concept of learning goes far beyond learning directly from a teacher or learning through study or practice. It includes not only the learning of skills (for example, swimming or sewing) or the acquisition of knowledge. It refers also to learning to learn and learning to think; the modification of attitude; the acquisition of interests, social values, or social roles; and even changes in personality.”

Stern also says that the in keeping with this broad interpretation, learning also includes all kinds of learning, including informal provision. Widdowson (1990: 20) also mentions that “Learning is a process of conscious intervention whereby performance initiated by the natural and unconscious process of acquisition is monitored, so that elements which have been learned as formal rules are grafted on to elements which emerge spontaneously from the domain of unconscious.” The statement implied that there are two processes. The first is acquisition, which is natural, unconscious, and primary; and the second is learning which is unnatural, conscious, and corrective. According to what Widdowson states about learning, we can interpret that learning has close relation to acquisition.

Stevick (1982) also states that there has been a considerable discussion about whether learning and acquisition are the same or different. The ability to ‘acquire’ supposedly stopped at about the age of puberty, while ‘learning’ became possible only in the early school years.

In spite of the close relation between learning and acquisition, there is one distinct thing that differentiates learning with acquisition. In acquisition we did not really need help from others to acquire something because acquisition is happened naturally and unconsciously. While learning is process which is unnatural and conscious and it need the help of others. That opinion is strengthened by Wenden and Rubin (1987: 71) who say “If learning is to take place, it usually involves the collaboration of two people, a teacher and a learner. The teacher cannot do it alone, and most learners find the difficulties of doing it alone overwhelming”. Many second language learners are able to acquire facility in social language use through exposure to the new language in communicative contexts, and it has been suggested that this type of ‘natural’ second language acquisition is a largely unconscious process (Krashen as cited in Wenden and Rubin, 1987). However, this type of communicative competence is not sufficient for students to participate successfully in the mainstream curriculum. Students also need to develop academic competence or the ability to use the second language as learning tool (Saville-Troike as cited in Wenden and Rubin 1987).

In trying to develop their students’ communicative and academic competence, the teachers may wonder why some of their students seem to learn rather easily, while others apparently find learning English full with difficulties. To be able to cope with that problem, the teachers have to considered several aspects. One of the contributing factors is that each student has different knowledge. Rubin (1987: 17) also states that “Since each student’s knowledge differs, it is essential for students to be able to assess their own knowledge. This knowledge includes what they know about their

own learning knowledge. This knowledge includes what they know about their own learning process, what they know about language (their own and any second or foreign language), and what they know about the communication process.”

Besides making the students able to assess their own knowledge, most learning theorist would agree that learning is best achieved when the students play an active role in the process. Being active means that students cannot just be given information; rather they must have opportunities to working through information in ways which are meaningful to them. Beside of that, the learning environment must provide ideas and experiences as well as opportunities to work through them.

The other aspect is the students’ beliefs about language learning. On the basis of the belief statements made by a number of learners in the USA, Wenden as cited in Tudor (1996: 51) identifies three main categories of learner’s attitude to language learning, each based on beliefs about how a language should be learned:

Category I: Use the language

This view stresses the role of language as a means of communication and social interaction.

1. Learn the natural way.

Use social contacts as the main focus of learning. Things should not be forced, however the learner should exploit communicative situations.

2. Practice.

Use the language as much as possible.

3. Think in your second language.

Learners should avoid translating from their first language or planning in advance what they say. They should focus on meaning and try to think in the Target Language (TL) as soon as possible.

4. Live and study in an environment where the target language is spoken.

Living in the Target Language community to allow more scope for practice, improve listening skills and provide better understanding of the culture and its speakers.

5. Do not worry about mistakes.

Try to use language to communicate, even if you make mistakes or are sometimes inaccurate.

Category II: Learn about the language.

In this view, the TL is seen as a linguistic system which can be worked out, understood and learned by means of conscious intellectual effort and hard work.

1. Learn grammar and vocabulary.

Grammar and vocabulary are the basis of learning a language, and must therefore be given priority.

2. Take a formal course.

It offers a variety of advantages: it is systematic, allows for graded progression and ensures that 'correct' forms of the TL are learned.

3. Learn from mistake.

Mistakes make it possible for learners to obtain feedback and monitor their progress.

4. Be mentally active.

Learners should have an inquisitive mind, be willing to ask question, and to experiment with the language.

Category III: Personal factors are important.

This view focuses on the affective interaction of the learner with the TL and the process of learning.

1. The emotional aspect is important.

In learning language activity, the learners need to feel personally interested or involved.

2. Self-concept.

Learning a language can influence the learners' self image and how they feel about themselves, which can either facilitate or inhibit learning. For example: if a learner is unable to express his ideas freely he may feel frustrated and resentful which can undermine his involvement in and willingness to use TL and vice versa.

3. Aptitude for learning.

The ability to learn a language is something inherent, which learners have (or do not have) to varying degrees.

Wenden found that learners who subscribed to category I: use the language view focused primarily on meaning and on the special purposes of interaction: they favored the use of communication strategies to negotiate meaning. Learners who stressed on category II: learning about the language focused relatively more on the form of the language used and made more use of cognitive strategies (using a dictionary, making notes) in order to improve their understanding of the TL. And the learners who emphasized in category III: personal factors did not have a distinct set of strategies; however they focused on and remembered their emotional reactions (frustration, embarrassment, etc.) in interactive situations. Based on those three views of language learning mentioned above, as long as learners assume their current approach is the way to learn a language, there is a possibility of them developing as learners even if just a little. Investigating learners' beliefs about language study is a process of self discovery which involves the learners themselves as much as the teacher.

The teachers also should pay attention to the goal of the learning. Nunan (1988) says that the goal of learning language is not simply being the learners able to create grammatically correct structures in language. It did not necessarily enable the learners to use the language to carry out various real-world tasks. While the learners have to be able to construct grammatically

correct structures, they also have to use the language in situational variables. The goal of learning language is not only the students able to understand the correct grammar of the target language but they are also able to applied the language in the real-life situation, especially in making conversation by considering the situation itself, the topic of conversation, the conversational purpose, and probably the most important of all, the relationship between interlocutors in an interaction.

The researcher draws conclusion from the theories mentioned above that: Learning is process which is conscious, unnatural and it needs the help of others in acquire something. If learning is to take place, it involves the collaboration of at least two people, a teacher and a learner. Learning is similar to acquisition but in acquisition the process is happened naturally and unconsciously just like a child acquired his/her first language while learning is happened consciously as the language development in the formal school settings.

2. Concept of Students with Hearing Impairment

a. Definition of Students with Hearing Impairment

Wah (2011: 24) states “Hearing impairment is defined as a diminished ability to detect, recognize, discriminate, perceive, and/or comprehend auditory information.” In line with Wah, Kartadinata (1996: 74) noted that “Hearing impairment is a condition of hearing loss which caused an individual unable to receive stimuli, especially from their hearing instrument.”

Similarly, Krauffman as cited in Dwidjosumarto (1995: 26) states:

“Hearing impairment is a generic term indicating a hearing disability that may range in severity from mild to profound. It includes the subsets of deaf and hard of hearing. A deaf person is one whose hearing disability precludes successful processing of linguistic information through audition, with or without a hearing aid. A hard of hearing is one with generally with use of hearing aid, has residual hearing sufficient to enable successful processing of linguistic information through audition.”

Nichcy (2004) also states that hearing impairment is impairment in hearing, whether permanent or fluctuating, that affects a child's educational performance, while deafness is a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing with or without amplification. Thus, deafness may be viewed as condition that prevents an individual from receiving sound in all or most of its form.

Berryman (2006) states that hearing can be described by the range of sounds one can hear (for the example the lowest to the highest piano note) and how softly one can hear such sounds. The range of sound is measured in *hertz* or number of sound waves per second. The intensity or strength of a sound is given in terms of a scale of *decibels* which usually ranges from 0 to 140 decibels where 0 decibels represents the quietest level of hearing accessible to the average human ear and 140 decibels, where physical damage immediately occurs. Level of hearing loss are commonly referred to as mild, moderate, severe or profound, depending on how intense a sound has to be before one can hear it. Hearing loss by range of sounds one can hear is defined as:

Table 2.1 Level of hearing loss.

Severity	Age less than 15	Age 15 or more
Mild	0-30 db	25-44 db
Moderate	31-60 db	45-64 db
Severe	60-90 db	>64 db
Profound	> 90 db	-

Berryman (2006) and Dwidjosumarto (1996) also mentioned three types of hearing loss according to physiological anatomy:

1) Conductive hearing loss

It occurs when problems appeared in the conducting agents of the middle ear and prevent it from conducting sounds to the inner ear. A conductive loss could be temporary or permanent. Conductive hearing loss could be handled by amplification or hearing aids

2) Sensorineural hearing loss

It is the result from damage within or malformation of the cochlea where the hair cells are either damaged or destroyed. Injury to the hair cells could be the results of excessive noise exposures, chemical damage such as smoking, environmental agents or medications, and long term wear from the ageing process.

3) Mixed hearing loss

It is the condition where part of the loss is the results of conductive loss and the other part is from sensorineural loss.

Dwdjosumarto (1996) also stated that there are several factors that become the caused of hearing loss, there are:

1) Internal factors of the child

- a. Genetic factor. It is caused by genetic factor of one or both parents who also have hearing impairment.
- b. The mother who infected by disease such as Rubella. Rubella disease at the first three months pregnancy will have bad influence to the fetus. Hardy (1986) stated that from 199 children that their mothers are infected by Rubella while still pregnant, 50% of them have hearing impairment.

- c. The pregnant mother had blood poisoning or Toxamiania. This could resulted into damage in the placenta that influencing the development of the fetus.
- 2) External factors of the child
- a. The child had an infection at the natal state. If the mother had a venereal disease, for example Herpes Simplex which infecting mother's genital, this could infecting the child when they are born and it could infecting their hearing instruments and nerves.
 - b. Otitis Media. It is an inflammation in the middle part of the ear which causes suppuration. The suppuration will gathered and disturbed the sound conduction. If this condition become chronic, it can causes mild to moderate hearing loss
 - c. Accident which injured hearing instruments.

From the definition of the experts above, the researcher draws conclusion that hearing impairment is impairment in hearing instrument which diminished the ability to detect, perceive or comprehend auditory information and its severity is range from mild to profound according to the range of sounds one can hear.

b. Education for Students with Hearing Impairment.

While being aware that there are so many difficulties faced by the students with hearing impairment, the Indonesia government persists to include English as one of the subjects that should be learned by students with hearing impairment.

According to Dwidjosumarto (1995) there are two types of formal education system for students with hearing impairment in Indonesia, they are:

1) Segregation Education System

It is an education system which separate students with hearing impairment with other normal students. In other words, this system gives education program by special education institute for students with special education needs. In Indonesia, the school which specialized for students with hearing impairment is called SLB/B (range from TKLB, SDLB, SMPLB and SMALB). In this school, the teachers are giving education services to the students with hearing impairment with methods which are specialized for them.

The positive points of this system are: by gathering students with hearing impairment at the same school, it will give composure to the students because they are with friends who have same condition with them, the students get education services with special method and suitable with their condition, the teachers have special education background and this school is facilitated with special equipment for students with hearing impairment.

The negative points of this system are: the socialization of the students is limited only with peers who also have hearing impairment and this school costs more than regular school.

2) Integration Education System.

Integration system is an education system that gives chance for students with hearing education to have education along with normal students in the same school and in the same class. Safder, Akhtar and Malik (2012) state that integration education programs were launched because segregation education caused discriminatory attitudes among masses towards students with Special Education Needs.” They also said that integration system is not limited for students with hearing impairment but also for other students with disabilities. The number of the students with Special Education Needs in one class is no more than 10% and there

is only one type of disability in one class. It is with reason to keep the burden of the teacher, and to make the teacher more concentrate with one disability in one class (not so many different disabilities in one class). To help the students with hearing impairment, there are special guidance teachers (*Guru Pembimbing Khusus/GPK*) which act as consultant for the teachers and the students.

The positive points of this system for the students with hearing impairment are: the students will feel that they have the same rights with normal students in education, they have chance to socialize with normal students, they have chance to continuing their education into a higher level, improving their communication ability also gives more motivation and confidence to the students with hearing impairment. While the positive points for the normal students are: they will know who are the children/students with hearing impairment so they will not have the wrong opinion about them, improving their solidarity by helping their peers who have hearing impairment and gives more motivation to them.

The negative points of this system are: the students with hearing impairments have to study more because they should receiving materials with methods for normal students which are not specialized for them, it will give extra work for the teacher because they also have to give attention for students with hearing impairment especially in the use of methods in delivering materials and it could emerging anxiousness to the parents of the students with hearing impairment.

Besides the different school that the children with hearing impairment received, the teaching r approaches for them are also different. Westwood (2009) mentions three teaching approaches for students with hearing impairment which as follows:

a. Oral-aural approach.

It is an approach which uses speech, remaining hearing ability, lip-reading, and groping for a spontaneous conversation or an education system where teaching and learning activities are conducted by using spoken and written language. The approach discourages gesture and sign language and stresses instead in the use of any residual hearing the individual may have, supplemented by lip reading and speech training.

Generally, the implementation of this approach is not satisfying. It is not because of the technique is not good but it tends to be caused by the disadvantageous situations such as the late detection of the hearing impairment, there is no guidance from the parents and so on. On the other hand, this approach will show very gladdening result if that approach is used actively and consistently in the classroom and family.

b. Sign language

Sign language can be defined as a language by using hands, face expressions and arms as the means of communication with hearing impaired children. Because the children with hearing impairment are not possible or have difficulty to acquire the language by using sense of hearing, so the visuals symbols are needed. There are different forms of sign language, for example: signed English and American Sign Language. They are sharing characteristic in common but also having some unique features. Deaf children from deaf families will almost certainly have been exposed to and become competent in manual communication even before entering school.



Figure 2.1 Sign language: Alphabet and numbers.

(Taken from: http://upload.wikimedia.org/wikipedia/commons/5/56/ABC_pict.png)

c. Total Communicative Approach

Total communication approach combines signing and gestures with oral methods to help students with hearing impairment comprehend and express ideas and also opinions to others. A combination of oral and manual training at an early age appears to develop optimum communicative ability.

c. Assistive Technology for Students with Hearing Impairment.

In recent time, there are a lot of breakthrough in technology which can help the children or students with hearing impairment in improving their ability to hear and improving the quality of teaching and learning process. According to Dwidjosumarto (1995), the most common device in helping hearing impaired children is Hearing Aid.

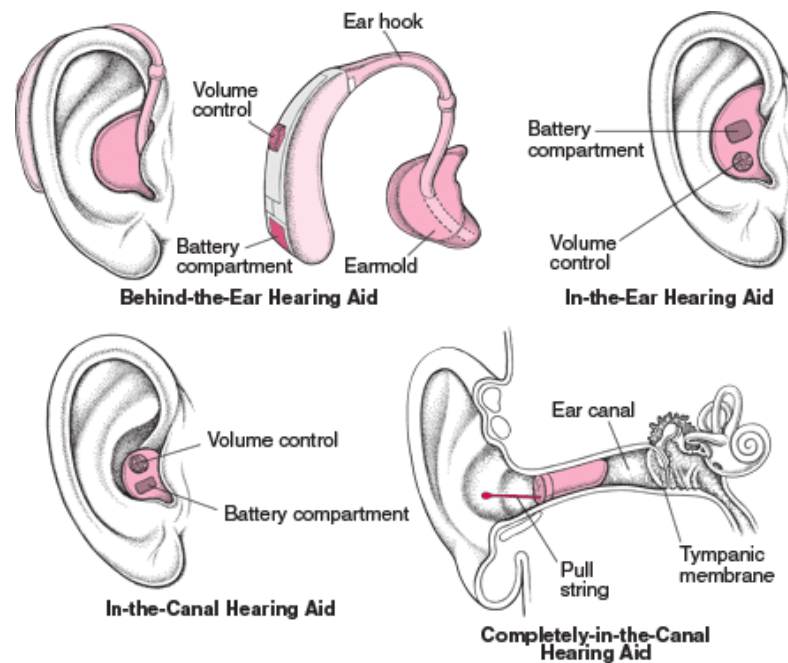


Figure 2.2 Types of hearing aids

Dwidjosumarto (1995) also said that Hearing Aid consists of three elements: microphone, amplifier and receiver. This device works by collecting or accepting sound through the microphone part, then it will be changed into electric energy. After that, it will be amplified by the amplifier part and then the electric energy will be delivered to the receiver part which will change the electric energy back into sounds and then aimed to the eardrum or tympani membrane.

Westwood (2009) states that even though Hearing Aid is quiet useful, but there is no hearing aid which fully compensates for hearing loss, even when carefully tailored to the user's characteristic. The great limitation of hearing aid is that it amplifies all sounds, including noise in the environment. To cope with that, there is a device called Radio Frequency (FM) Aid.

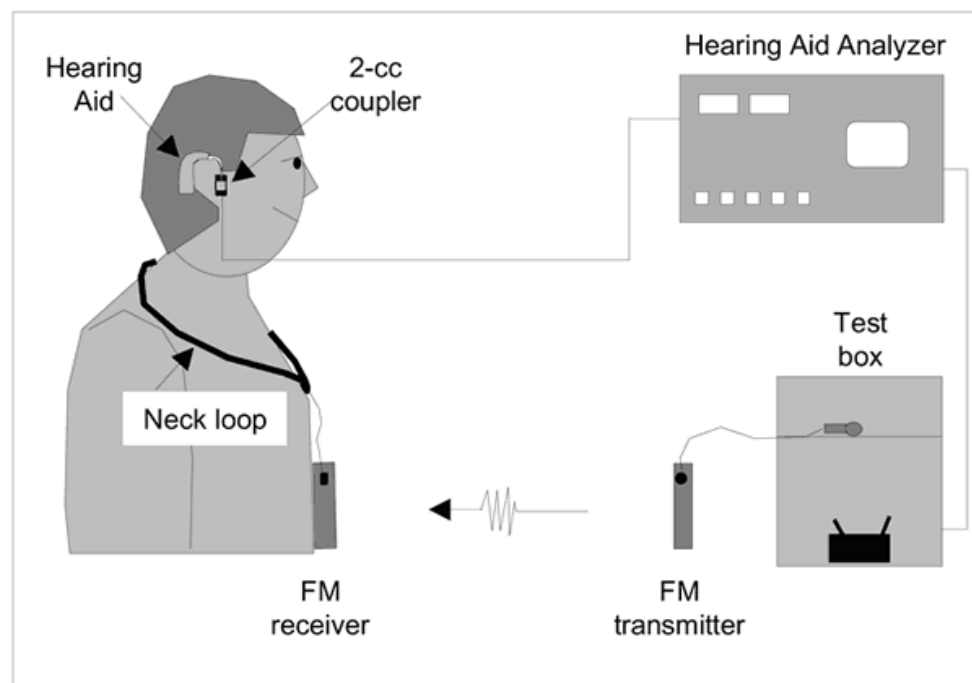


Figure 2.3 Radio frequency (FM) aid

The advantage of this device is that it allows the teacher's voice to be received with minimum interference from environmental noise. The teacher wears a small microphone and the child's hearing aid receives the sound in the same way that a radio receives a broadcast transmission. The child can be anywhere in the classroom and does not need to be close to or facing the teacher.

For the severe and profoundly deaf individual, a totally different alternative to a hearing aid is the cochlear implant. This device produces the sensation of sound by electrically stimulating the auditory nerve. It has two main internal parts: an array of electrodes implanted inside the cochlear (or inner ear), and a receiver and transmitter embedded in the temporal bone beneath the skin. The external parts, worn behind the ear like a hearing aid, consists of a microphone which detects sound in the environment, a speech processor which filters the sound and processes it into a signal, and a transmitter that sends the signal to the internal receiver.

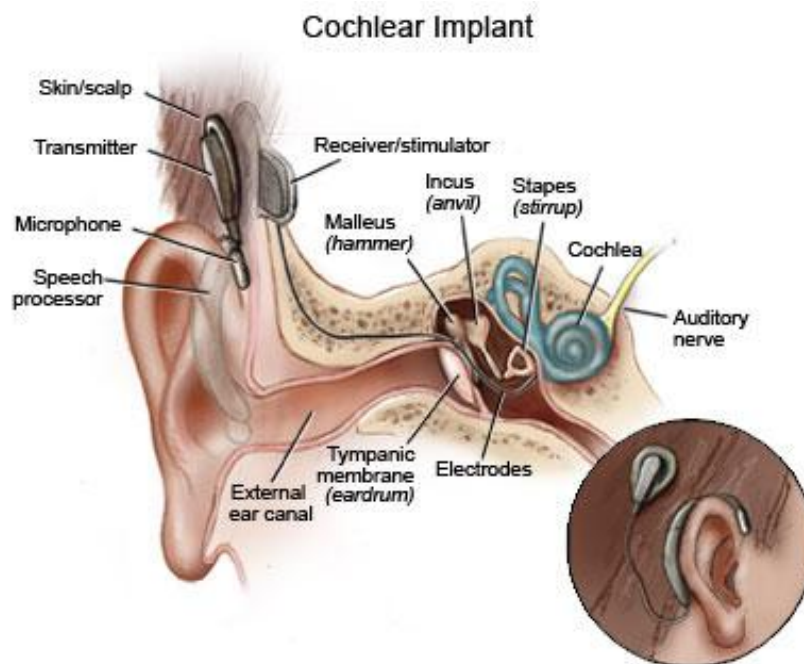


Figure 2.4 Cochlear implant

Cochlear implants can be implanted in both children and adults with a functioning auditory nerve. While the patient can begin to perceive the electrical stimulation soon after surgery, it can take some time for people to learn to interpret sounds. Children usually require ongoing speech and language therapy as well as educational support to develop language and communication skills.

Children who receive cochlear implants at a very young age are achieving near normal speech and language development. Although these children may not appear to need any particular special help in the classroom, their hearing is still impaired and they are facing challenges such as understanding speech in background noise. Young children also need help in managing technology. In this respect, it is important to maintain good practice in relation to teacher presentation and classroom management.

B. Review of Relevant Research

This study focuses on the teaching and learning of English to the students with hearing impairment, and there are several researchers which bring similar issues:

1. Delage and Tuller (2007) conduct a study entitled “*Language Development and Mild-to-Moderate Hearing Loss: Does Language Normalize with Age?*” This study is aimed to explore the nature of the link between hearing loss (HL) and language impairment in adolescents with mild-to-moderate hearing loss (MMHL). The language skills of 19 adolescents (ages 11-15) with moderate or mild sensorineural HL were evaluated via a series of tests assessing oral and written language, and compared with typically developing adolescents. The results show that language disorders were found, notably in the areas of phonology and grammar in more than half the adolescents with MMHL. Adolescents with MMHL were significantly linked with degree of HL and normalization of

language performance does not generalize at adolescence in the context of MMHL.

2. Irawati (2011) conducts a research entitled *“The Study of the Process Teaching and Learning Vocabulary at Sekolah Luar Biasa Bina Bangsa Ngelom Taman Sepanjang Sidoarjo.”* This research attempts to 1) describe the process of teaching and learning vocabulary at VII grade students of SLB Bina Bangsa Ngelom Taman Sepanjang Sidoarjo, 2) describe the problems faced between the teachers and the students during the process of teaching and learning, and 3) describe how the teacher solved the problems. The data are collected from documentation, observation checklist, and interview. The researcher used descriptive analysis technique in analyzing the collected data. The result of research showed that the teacher used and created many techniques to teach vocabulary to students with hearing impairment, such as demonstrating, drawing and writing on the blackboard, also underlining the difficulties words then translate to *Bahasa Indonesia*. The problem in the teaching and learning process is come from students’ boredom and limited facilities. To handle students’ boredom, the teacher gives good mark or score to the students who are able to answer the tasks correctly so the students become more motivated. To handle the limited facilities provided by the school, the teacher search various materials from the picture books and internet which connected with the lesson.

3. Wahidah (2012) conducts a research entitled *“The Implementation of Multisensory Approach to Improve English Vocabulary of Students with Hearing Impairment in the VII grade students of SMPLB B Hikmat Bandung.”* This research is aimed to identify whether the use of multisensory approach is able to improve the vocabulary of the VII grade students of SMP LB B Hikmat Bandung. Multisensory approach is an approach which involves the combination of visual, auditory, movement and touch to optimized information gathering. So by using this method, the students with hearing impairment will be able to learn the lesson

through various senses and not relied only on their limited hearing. The method used in this research is Classroom Action Research. The data are collected from test and observation. The quantitative data are analyzed by calculating the result of pre-test and post-test, while the qualitative data are analyzed through: 1) data reduction, 2) displaying data, and 3) drawing conclusion. The mean score of the students in beginning of research is 42.5. After the implementation of cycle 1, the mean score improved into 55, and after cycle 2, the mean score of the students improved into 77.5. This results shows that the use of multisensory approach is able to improve the vocabulary of the students with hearing impairment.

4. Aswar (2012) conducts a research entitled *“Improving the Vocabulary of Students with Hearing Impairment through Flash Card Media.”* It is aimed to identify whether the use of flash card media is able to improve the vocabulary of college student “X” of PLB FIP *Universitas Negeri Padang*. Flash card is a set of cards which contain picture, English word and Indonesian word. The pictures can be gathered from the internet, books, newspaper or any other sources. Students with hearing impairment who have limited hearing will prefer visual materials, so the use of picture card like flash card is hoped to make the students with hearing impairment learn the lesson easier. This research used Single Subject Research (SSR) method with the A-B design and data analysis techniques using visual graphical analysis. “A” is the initial condition of the student's ability in verbal language before the given action. While the condition “B” is a condition in which the intervention implemented through the use of flash card media. The result shows that in condition “A”, the vocabulary of the student is 30%, and after in the condition “B”, the vocabulary improved up to 90% of the words given to the student. This results shows that the use of flash card media is able to improve the vocabulary of the student with hearing impairment.

Based on the researches above, four similarities could be found between those researches and writer's research. The first similarity is writer's research and all of the researches above are related with students with hearing impairment in the process of teaching and learning English. The second similarity is both the writer's research and research number 2 are using qualitative method and both of those researches are aimed to describe the problems faced by the teacher and students with hearing impairment in the teaching and learning English, also how to solve those problems. The third similarity is writer's research, research number 2 and number 3 are all using observation as one of the technique in collecting data. The forth similarity is research number 3 uses multisensory approach and the school in writer's research uses total combination approach. Both of these approaches use various elements to optimized communication and learning. Multisensory approach involves the combination of visual, auditory, movement and touch to optimized information gathering, while total communication approach uses all means of communication possible such as: oral speaking, lip reading, sign language, finger spelling, reading, writing and symbol. Both of these approaches help the students with hearing impairment to learn and communicate through various means and not relied only on his limited hearing.

The writer also finds three differences between his research and the researches above. The first difference is research number 3 and 4 aimed to improve students' vocabulary, research number 1 is aimed to find out whether the age of the students with hearing impairment will normalize their language or not, while the writer's research is aimed to describe the process of teaching and learning English of students with hearing impairment, find their problems and also to find their proficiency in English. The second difference is research number 3 and 4 use classroom action research as the method of the research while the writer use qualitative naturalistic method on his research. The third difference is research number 1, 3, and 4 use test to collect the data while the writer collect the data through observation, document analysis and interview.

The writer's research also provides three new findings which are different from the researches mentioned above. First, the writer's research studies about sign language used by the students with hearing impairment in the SLB B YRTRW Surakarta. The sign language used in this school helps the students with hearing and speaking impairment to communicate easier. Second, in the research number 2 shows that the problem that faced by the students with hearing impairment in teaching and learning English is because of their boredom in the lesson, but the writer thought that problem is too general. In his study, the writer found out that the main problem of the students with hearing impairment in teaching and learning English is come from their lack of language input which results in their imperfect pronunciation and limited vocabulary. Third, the writer's research also studies about the English proficiency level of XI grade students of SLB B YRTRW Surakarta.

CHAPTER III

RESEARCH METHOD

This chapter presents a discussion about the method used in the study. The discussion includes the method of research, setting description, data sources, technique of data collection, and technique of data analysis.

A. Setting and Time of the Research

The research was conducted at the eleventh grade class of SLB B YRTRW Surakarta. It is located at Jalan Gumunggung RT 01/II Gilingan, Banjarsari, Surakarta. This SLB-B is cooperated with a Non-Government Organization named *Yayasan Rehabilitasi Tuna Rungu Wicara* (YRTRW) with the act of notary, date: 6 July 1981 No. 1. This school is a school which specialized in teaching children with hearing impairment. This school providing education from preparation level (*Taman Kanak-kanak*), up to high education level (*Sekolah Menengah Atas*).

The background reasons of the institute to open a school specialized for students with hearing impairment are because:

1. *UUD 1945 pasal 31: Tiap-tiap warga Negara berhak mendapatkan pengajaran* (Every citizen has the right to be educated).
2. The negative opinion from the society that the children with hearing impairment do not need education.
3. The difficulties that the teacher will get if the children with hearing impairment are studied in normal school.
4. Even though the students with hearing impairment have disabilities, they can develop themselves if they are educated well.

The first SLB-B YRTRW was built in Balurwati RT 14 RW XIII No.12 Pasar Kliwon Surakarta. The first academic year was opened in June 1981 and the classes which were available are Preparation Class and Elementary Class. There were ten students in Preparation Class and seventeen students in Elementary Class with only two teachers in charge at that time. In academic year of 1982-1983, the school opened new class that is Vocational class and there were seven students in that class. The school also added six more teachers in 1983. At the same year the school was moved to Sambeng, Sidoarjo, Banjarsari, Surakarta with lease building.

In 1986 the school also built a dormitory for the students. The reason why they built a dormitory is to give some place for the students which live in the area other than Surakarta to stay. The dormitory is built near the school so the school could give more services and help to the students in education.

In 1996 the school improved their education services by giving craftsmanship training also make up and beauty salon training to their students. Until now, the school keeps improving their education services. There are several new improvement in this school education, there are: speech developing education (*bina wicara*), also rhythm and sound perception education (*bina persepsi bunyi dan irama*). The school also improved its facilities by providing: speak trainers; hearing aids; craftsmanship, salon, and tailor equipment.

Every new student who enroll in this school will have hearing test to determine the severity of their hearing impairment, but if the student is transferred from the other school, this student should submitted approval letter from the student's previous school also approval letter from hearing specialist doctor. After doing hearing test and determineing the severity of student's hearing impairment, then the student is not classified into different classes according to their hearing impairment severity.

The students with the same grade will be gathered in the same class regardless their hearing impairment severity. Even though they are in the same class, the seating position is arranged based on their hearing impairment severity. For example, if the

student's left ear condition is better than his/her right ear, so he/she will be seated in the right side, so his/her left ear's position will be closer to the teacher and vice versa. In addition, students with severer hearing impairment will be seated in the front row or closer to the teacher.

The research was conducted on XI grade students of SLB B YRTRW Surakarta. The class is clean and quite comfortable for the teacher and students. There is one table and one chair for the teacher, two tables and three chairs for the students, a chair for the observer, a white board and a fan in the side of the class to keep the class cool and comfortable.

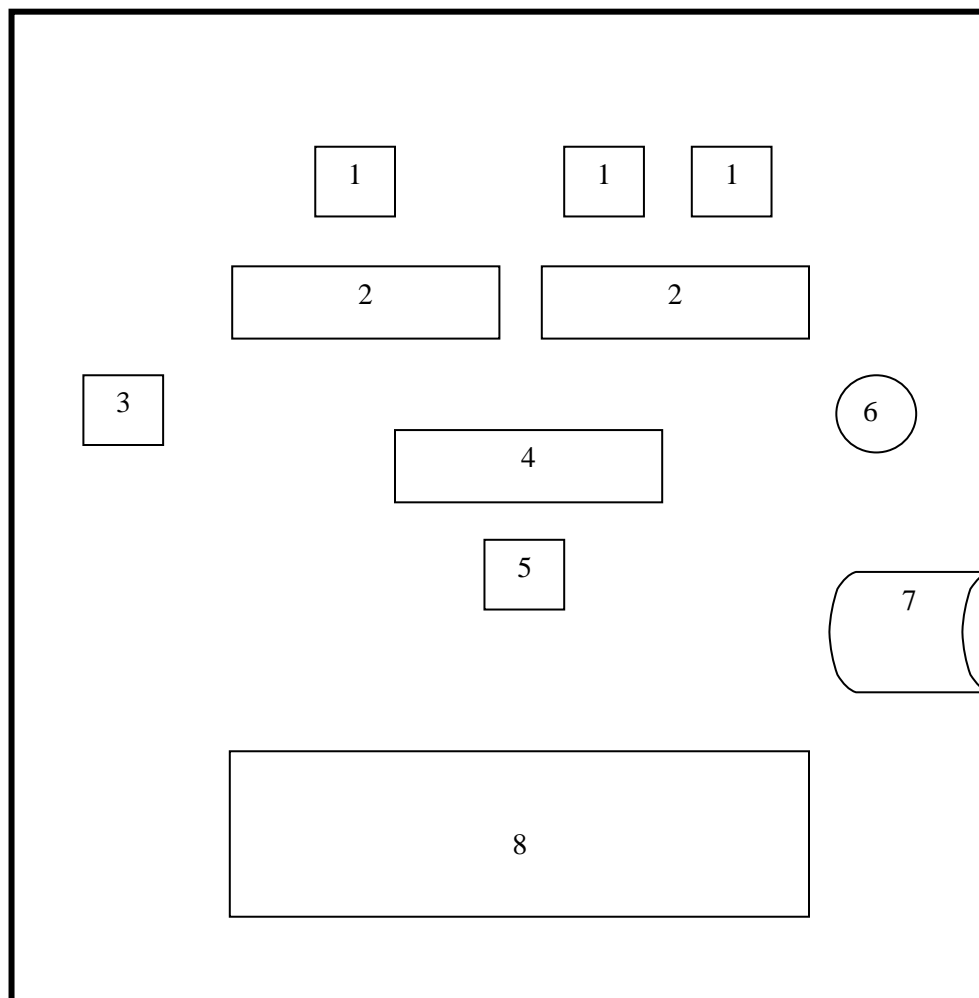


Figure 3.1 The XI grade classroom of SLB B YRTRW Surakarta

Description:

1. Students' chairs
2. Students' tables
3. Observer's chair
4. Teacher's table
5. Teacher's chair
6. Fan
7. Door
8. Whiteboard

The researcher chose this school as the subject because the researcher wanted to learn about the teaching and learning process in students with hearing impairment, teacher's and students' problems in teaching-learning English, also students' proficiency in English. The school also has available data that the researcher needed. The school is not too far from the researcher's place so it more effective and efficient in time and the researcher has a lot of chances to gather and collect data and information needed. The research was conducted from September 2013 until November 2013.

Table 3.1 Research schedule

Process	June	July	Aug	Sept	Oct	Nov	Dec
Research Proposal							
Research Permission							
Conducting Research							
Data Analysis							
Research Report							

B. Research Design

The researcher used qualitative research as the method of research. According to Moleong (2010) qualitative research is a research which has purpose to understand the phenomenon happened to the subject of the research in the form of words description. Schmid as cited in Krefting (1990: 214) defines qualitative research as “The study of the empirical world from the viewpoint of the person under study.”

According to Ospina (2004: 8) the reasons to use qualitative research are:

1. To explore a phenomenon that has not been studied before
2. To add rich detail and nuance to the phenomenon that illustrates or documents existing knowledge.
3. To better understand a topic by studying it simultaneously.
4. To try to understand any social phenomenon from the perspective of the actors involved, rather than explaining it (unsuccessfully) from the outside.
5. To understand complex phenomena that is difficult or impossible to approach or to capture quantitatively.

To be more specific, the researcher was interested in qualitative research in the form of naturalistic study. According to Mulyana (2003) naturalistic study has assumption that the behavior of a group of people only could be understood through analysis of their natural setting. So, a natural setting is not a made up setting like experiment or formal interview.

Qualitative method in the naturalistic inquiry was chosen because:

1. It is more adaptable to deal with multiple realities.
2. It exposed the nature of the transaction between researcher and respondent (or object).

3. It is more sensitive to and adaptable to many mutually shaping influences and values patterns that may be encouraged.

(Lincoln and Guba, 1985)

This naturalistic study was conducted as natural as possible and the researcher did not attempt to manipulate the subject of the research so it is adaptable to deal with multiple realities or situations. In this study, the researcher interlaced a relation and getting closer to the object of the research to gather thorough information which were gained from natural setting (not a made up setting), thus it exposed the transaction between researcher and respondent. This study is more adaptable to many mutually shaping influences means that all changes of the situation of the subject will not disturb the process of the study as long the object is still in the natural setting and the changes of the research object's situation will be included in the study.

In this research, the researcher doing observation to the document used in the process of teaching and learning English, such as: syllabus, lesson plan, and handout book. After that, the researcher doing interview with the English teacher and three students of XI grade SLB B YRTRW Surakarta. The researcher also doing observation on the side of the classroom without getting involved in the process of teaching and learning process. Thus, the process could be conducted as natural as possible.

C. Data Sources

Qualitative research uses human and documents or artifacts as the source of data. According Lofland as cited in Lexy J. Moleong (2010: 157) "The primary data sources in qualitative research are words and activities, and the rest is additional data like documents and others." Based on that, the qualitative sources of data are: documents, series of activity, and informants.

Documents are important data source. It means in doing research, the researcher used data sources like written notes, and also observed the syllabus and materials in teaching and learning process in the school. Event is the intended activities that were carried out in the classroom. The researcher captured and observed every details of situation that happened in the classroom. The events of observation must be suitable with the content and the natural situation. Informants are the people who know related problems in the research and willing to give information to the researcher. At this stage, the researcher selects the informant purposely to get truthful information and get the objective data.

Based on the description above, the researcher collected data from three resources: document, activity/event, and informant.

1. Document.

A chosen document in this research was the syllabus of eleventh grade SMA LB YRTRW Surakarta, teacher's lesson plan, teaching materials, also students' and teachers' handout book. Those documents were chosen because they represent the materials needed in the process of teaching and learning English in XI grade SLB B YRTRW Surakarta.

2. Activity/Event.

The researcher only limited the sample and population of the eleventh grade of SMA LB YRTRW Surakarta because that class has representatively described the condition of the school also the researcher thought that it was easier to do the observation to the students with higher level education like high school students.

3. Informant.

In this research there were four informants, namely the English teacher of SLB-B YRTRW Surakarta; Mrs. SS; and three of eleventh grade students in SMA LB YRTRW Surakarta. Mrs. SS were chosen because she is the only English Teacher of XI grade SLB B YRTRW Surakarta. There are three students in the XI

grade SLB B YRTRW Surakarta: student DN, LL and YM, and the researcher doing interview with three of them.

D. Technique of Collecting Data

In qualitative research, data were collected from document, interviews and observation. In this case, the major sources were human and non human. Human sources: interviews and observations were recorded by the researcher. While non-human sources were in the form of documents.

According to Glesne & Peshkin as cited in Kolb (2012: 83) “During the process of gathering data the researcher can employ a variety of method to elicit information pertaining to study. The techniques commonly identified in literature for collecting data are document collecting, participant observing and interviewing.” The techniques of collecting data are discussed in detail below:

1. Document Collecting

Bogdan and Biklen as cited on Kolb (2012) states that the research examines written documents to gain deeper understanding and description of participant’s conviction, conduct and experiences. In this research, the documents collected by the researcher were the syllabus, lesson plan and hand out book from the teacher which used in the process of teaching and learning English.

2. Participant Observation

According to Kolb (2012) participant observation is “A process where the researcher can observe a setting to fully participating in the setting to collect data.” Kolb also stated that the main purpose of participant observation is to gain thorough understanding of the research setting and the participants in the study.

In this step, the researcher came into the class and took position in the side of the class that was taught by Mrs. SS. The purpose was to observe the process of teaching learning activities while taking note of everything that was needed. The

researcher came into the class frequently until the students and the teacher accustomed by the presence of the researcher, ignored the presence of the researcher and until they were able to act naturally like there was no researcher who observe them. The researcher began to collect the data when those conditions were fulfilled. The data will not be used before those conditions were fulfilled. The researcher did not speak with teacher and students during the teaching and learning process so the teaching and learning process could be conducted in natural way. The process of class observations were done seven times from September until November 2013.

3. Interviewing

The process of interviewing during a qualitative study allowed the researcher to gain the perspectives of other individuals. Glesne and Peshkin as cited in Kolb (2012: 84) states that “The opportunity to learn about what you cannot see and to explore alternative explanations of what you do see is the special strength of interviewing in qualitative inquiry.”

The researcher used structured-interview in which the problem was defined before the interview. The researcher also used unstructured-interview to get in-depth information. The in-depth information was based on the respondent's answers. The interview was conducted as natural as possible so the answers or the data that were collected also become natural and according to the reality.

At this research, the researcher did four interviews with the English teacher of SLB-B YRTRW Surakarta, Mrs. SS. The researcher also did three interviews with three of eleventh grade students of SLB B YRTRW with the help of Resti Anggraeni (RA) as interpreter. She is Sebelas Maret University student, majoring Special Education Program. The purpose of the interview was to get the information about the implementation of teaching and learning process of English in SLB-B YRTRW Surakarta, the problems that they encountered in teaching and learning English, and students' proficiency in English.

The result of document analysis, observation and interview was in the form of field notes as raw research data. Every field note represented three categories, they are: identify of field note, descriptive categories, and reflection categories.

E. Trustworthiness of Data

Qualitative research concerns on the trustworthiness to check the credibility of the data. The trustworthiness checking is triangulation. According to Lincoln and Guba (1985: 290), trustworthiness is basically a simple question: “How can an inquirer/researcher persuade his/her audiences (including self) that the findings of inquiry are worth paying attention to, worth taking account of”. Guion (2002) also states validity or trustworthiness in qualitative research relates to whether the findings of your study are true and certain. True means the findings accurately reflecting the real situation and certain means that the findings are backed by evidence.

In this research, the writer used triangulation to establish the trustworthiness of the data. Guion (2002) states that “

“Data triangulation involves the use of different sources of data/information. A key strategy is to categorize each group or type of stakeholder for the program that you are evaluating. Then, be certain to include a comparable number of people from each stakeholder group in the evaluation study.”

Therefore, in simple words, trustworthiness is the term for an inquiry to be accepted because of its validity and reliability.

In this research, the researcher chose and cross-checked the data sources of triangulation from the teacher, eleventh grade students of SLB B YRTRW Surakarta, and the researcher himself as an independent observer. The triangulation methods which were conducted to get the credibility were by observations, interviews, and

document analysis. All of the data sources are cross-checked each other, then the valid and reliable data could emerge.

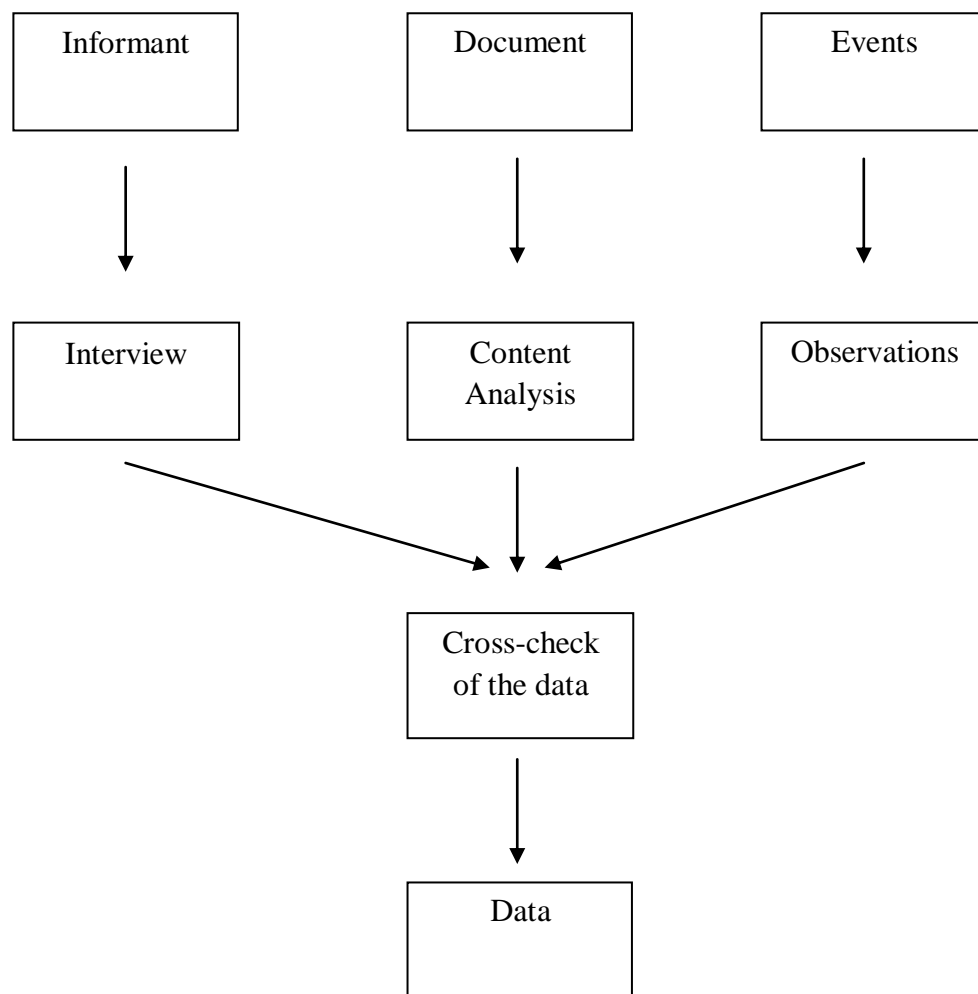


Figure 3.2 Diagram of data triangulation

F. Technique of Analyzing Data

In this research, the researcher used Data Reduction and Coding as technique of data analysis. Bogdan and Bikken as cited in Kolb (2012: 84) explain that:

“Data analysis is a systematic process of sifting and arranging all information obtained from interview transcripts, field notes, and other material collected to increase your understanding of the data to enable the presentation of what have been discovered.”

According to Strauss and Corbin as cited in Kolb (2012: 84) “The process of analyzing data is referred as coding. Coding involves three levels of analysis: (1) open coding, (2) axial coding, and (3) selective coding, to gather a complete picture of the information obtained during the data collection process.”

1. Open Coding

During the first phase of the coding process the researcher identified different categories, properties and dimensions within and among the data by the techniques that examined parts or the whole document in a systematic manner.

2. Axial Coding

The next step of coding is the axial coding procedure where data are pieced together in new ways after open coding allowing connection between categories. In this step, the researcher pieced and catogorazed the data and information which have similar properties, such as: document observation of lesson plan with its implantation in the class.

3. Selective coding

In the final stage of coding, Strauss and Corbin define selective coding as the process of identifying and choosing the core category, systematically connecting it to other categories, validating those similarities and relationships and then completing categories that need further refinement and development. Only after the process weaving and refining all the major categories into the selection of a core category can the grounded theory emerge.

The data analysis in this qualitative-naturalistic research is a result of fact description and interpretation. The most important thing for the naturalist is that, the researcher should have good sense and attention on the way the respondents think then evaluate their behaviours.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents two points, which are the research findings and also the discussion of the research findings.

C. Research Findings

In this section, the research findings are presented. This section describes (1) The implementation of teaching and learning English for students with hearing impairment in the eleventh grade of SLB B YRTRW Surakarta, (2) The problems faced by the teacher and the students in teaching and learning English and (3) Students' proficiency in English.

1. The Implementation of Teaching and Learning English in SLB B YRTRW Surakarta

a. Curriculum and Approach used in the School

1) Special Education Curriculum

The curriculum used in this school is '*Struktur Kurikulum Pendidikan Khusus*'. This curriculum is specialized for students with special needs and different with curriculum used in regular school. *Kurikulum Pendidikan Khusus* consists of 8-10 subjects, local subjects (*Muatan Lokal*), special programs and self development program. Special program is various activities according to students' impairment. The special programs for students with hearing impairment are: education for speech development (*bina wicara*), and education for rhythm and sound perception (*bina persepsi bunyi dan irama*). The Standard of Competence

and Basic Competence used are adjusted to the students' needs and abilities and developed by *Badan Standar Nasional Pendidikan (BSNP)*.

2) Total Communication Approach

The approach used in this school is *Komtal/Komunikasi Total* or Total Communication Approach. Total Communication Approach is a flexible approach which uses all means of communication. This approach was implemented by the teacher following these components:

- Speaking (oral)
- Lip-reading
- Sign language
- Finger spelling
- Reading
- Writing
- Symbol

The teachers and students in this school used speaking as their primary means of communication. The teachers also trained the students to improve their lip-reading ability so they could understand what the teacher said. The sign language is used as the supportive means of communication. The teachers and students keep using oral speaking while they also use sign language.

[Guru mengucapkan pertanyaan sambil diikuti dengan menggunakan Bahasa isyarat] "What is your father's job?" [Murid lalu mengikuti ucapan guru, lalu guru bertanya,] "Apa Bahasa Indonesianya?" [Muridpun tampak lancar menerjemahkannya ke dalam Bahasa Indonesia dengan juga menggunakan Bahasa isyarat] "Apa pekerjaan ayahmu?"

([08:02] Classroom Observation on Tuesday, October 29, 2013)

Sometimes the teacher also used finger spelling to introduce new words. In finger spelling, the teacher used alphabet sign language to spell the words with her finger. The resource of the sign language and alphabet sign language used in this school is from *SIBI (Sistem Isyarat Bahasa Indonesia)* dictionary. The teacher stated that she learn the sign language by herself while the students usually have already learned sign language from their parents before they entered the school, and their sign language improves as they communicate and interact with their friends and teachers in the school.

Reading, writing and symbols like pictures or photos are also used to enrich the means of communication between the teachers and students. The teacher sometimes wrote words and sentences in whiteboard also by showing pictures to communicate with the students, and the students read it to comprehend what the teacher means.

The school uses Total Communication Approach because even though the students are Hard of Hearing (HH), they still have residual hearing. By using Total Communication Approach it is hoped that the students will be able to optimize their residual hearing through continues training. The school also expect the students to keep using their oral speaking even though it is not as clear as the normal students and they will not relied only on sign language as their means of communication.

b. Process of Teaching and Learning English

In this section the researcher divides the teaching and learning process of English into three stages, they are: planning stage, implementation stage and evaluation stage.

1) Planning Stage

The steps done by the teacher in planning stage include:

a) Understanding students' characteristic

The first thing that the teacher considered in planning the teaching and learning activities was to understand students' characteristic and students' mental state so it will not disturb the teaching and learning process. For example, if the teacher will teaching in a class with students with severe hearing impairment so she will prepare herself to speak louder and more clearly when teaching in that class so the students could understand the lesson more easily.

b) Choosing the topic of the lesson

The teacher used the Standard of Competence and Basic Competence from the syllabus as her reference to choose the topic of the lesson. The syllabus used also specialized for students with special needs and not in the same level with regular students.

c) Collecting materials

The teacher collected materials according to the topic. The teacher mostly used handout book with title "*Buku Ajar Bahasa untuk SMALB*". Sometimes, she also used another book for regular students but she only took the materials which were not too complicated for students with hearing impairment.

d) Choosing teaching method

The teacher chose a teaching method based on the topic and materials available to deliver the lesson.

e) Arranging lesson plan

After the teacher determined the topic, materials and teaching method, she then arranged the lesson plan to be implemented in the teaching and learning activity.

2) Implementation Stage

a) Opening Activity

The opening activities include:

1. Greeting

The teacher always greeted the students every time she entered the classroom. The teacher usually greeted the students in both Bahasa Indonesia and English.

Guru memulai pelajaran dengan mengucapkan selamat siang dan menanyakan kabar dengan Bahasa Indonesia terlebih dahulu kemudian dengan Bahasa Inggris "How are you?". Siswa kemudian menjawab salam dengan "I'm fine."

([05:01] Classroom Observation on Thursday, October 17, 2013)

2. Checking students' attendance

The next activity is checking students' attendance. Since there were only three students on the XI grade of SLB B YRTRW, the teacher was able to see all of the students who were present on the class without checking them one by one, so the teacher usually skipped this stage. If the teacher noticed that one student or more was not in the class, she then asked the other students about the absent student's whereabouts and the reason why she or he was not attended the class.

3. Reviewing previous lesson

The teacher reviewed previous lesson by asking the students about what they have learned in the previous meeting. The students then told the teacher about what they have learned in the previous meeting and the teacher discussed it briefly with the students.

4. Stating a topic of the lesson

After reviewing previous lesson briefly, the teacher stated a new topic. The teacher also did apperception about the new topic and related it to the real life to enhance students' motivation in learning the lesson.

“Kemarin Ibu Asih tidak masuk, pergi ke Jogja, disana ibu tidur di hotel, kalian pernah ke hotel? Hotel untuk apa?” [Lalu murid menjawab berbagai fungsi hotel seperti untuk pelatihan, wisata dan istirahat. Guru kemudian membenarkan dan memberikan informasi lebih lanjut] “Hotel adalah salah satu tempat umum. Public Places”.

([05:01] Classroom Observation on Thursday, October 17, 2013)

5. Stating the goal of the lesson

The teacher always stated the goal of the lesson in the beginning of the lesson so the students knew why they learnt that lesson and they could be motivated to learn that lesson.

...Guru kemudian melanjutkan dengan menyebutkan tujuan dan manfaat dari pelajaran yang akan disampaikan, “Bu asih akan menjelaskan tempat-tempat umum, agar kalian tahu untuk apa, manfaat, membedakan dan dimana tempat-tempat umum itu.”

([05:1] Classroom observation on Thursday, October 17, 2013)

Although the teacher always stated the goal of the lesson in the beginning of the lesson, the teacher never stated the goal of the lesson according to the Standard of Competence and Basic Competence from the syllabus in the beginning of the semester. It is because of the lack of students' understanding also students' poverty of vocabulary and language. The teacher only stated the goal of the lesson in the simple words and sentences so it was easier for the students to understand it.

“Kalau kalian mengetahui macam-macam pekerjaan dari sekarang, kalian bisa menyiapkan besok mau jadi apa. “Pilot, kamu bisa tidak? Tidak, sebab pilot membutuhkan pendengaran yang tajam, yang sensitif. Berarti bukan, itu tidak cocok untuk kamu. ... Kalau chef?” [Siswi Lala menjawab] “Bisa, tapi sedikit.” [Gurupun merespon] “Bisa. Kalau kamu tunarungu, jadi chef bisa.”

([07:01] Classroom Observation on Thursday, October 24, 2013)

b) Main Activity

The sub-stages in main activities varied based on the teaching method applied. From the observations, the researcher found out that the method used mostly by the teacher is the combination of lecturing, translating, drilling and task based method. The sub-stages are:

1. Mentioning words related to the topic.

The activity began after the teacher stating a new topic and the benefits of the lesson. Then, the teacher asked the students to mention some words related to the topic in Bahasa Indonesia. After that the teacher and the students translating those words into English together.

[Guru lalu menanyakan] “Siapa tahu contoh tempat-tempat umum? Tadi bu Asih menyebut apa?” [kemudian murid menjawab] “hotel”. [Guru kemudian melanjutkan dengan terus menanyakan contoh yang lain, dan siswapun menyebutkan berbagai contoh tempat umum seperti rumah sakit, sekolah, bandara, pasar, dll. Guru menulis contoh-contoh tersebut di whiteboard]... [Kemudian guru meminta tiap murid untuk maju bergiliran. Tiap murid diminta untuk menuliskan Bahasa Inggris dari contoh-contoh yang sudah ditulis di whiteboard tadi. Tiap murid menuliskan jawaban, guru mengecek dengan bertanya pada murid yang lain apakah jawabannya benar atau tidak, dan mengoreksinya bersama-sama murid.]

([05:02&03] Classroom Observation on Thursday, October 17, 2013)

2. Drilling

After mentioning and translating words related to the topic, the teacher doing drilling. The teacher read the words on the whiteboard loudly and then asked the students to repeat her speech. The teacher also used sign language to show the correct vowels and consonant of the words so the students did not mispronounce the words. The teacher kept doing drilling until the students could pronounce the words correctly.

[Guru lalu melanjutkan melakukan drilling dengan menyebutkan kata-kata pekerjaan yang tertera pada buku dan muridpun mengikuti. Guru terkadang juga terus mengulang kata yang sama jika ada murid yang masih salah pengucapannya. Guru juga membetulkan pengucapan mereka, terutama menunjukkan cara baca vowel yang tepat dengan bahasa isyarat] “Pilot, ‘i’nya dibaca ‘ai’ (sambil menggunakan Bahasa isyarat) jadi ‘paillet’.”

([07: 03] Classroom Observation on Thursday, October 24, 2013)

3. Doing exercises

The teacher asked the students to do the exercise from the book related to the topic. After the students finished doing the exercise, the teacher then asked them to write the questions and the answers on the whiteboard one by one. The teacher continued the activity by translating the questions and the answers together with the students. Then the teacher discussed the questions and the answers together with the students. The teacher corrected students' wrong answer and told the right answers to the students.

After the teacher discussed all the questions, she then asked the students to write those questions on their note book as writing exercise. In addition, the students could read and learn it again at home.

4. Giving chance to asks questions

The teacher also gave chance to the students to ask if they did not understand the lesson yet.

Setelah semua soal selesai dibahas, guru memberikan kesempatan bertanya pada murid "Sudah tahu? Paham? Ada yang mau tanya? Yang sulit apa?" Tapi para murid serentak menjawab "Sudah paham."

([05:05] Classroom Observation on Thursday, October 17, 2013)

5. Giving home work

The teacher usually gave homeworks to the students so they could learn more at their home.

Guru kemudian berkata "Nah untuk yang No. lima sampai delapan dikerjakan di rumah. Tadi kan belum selesai tha? Lha itu dilanjutkan, dikerjakan dirumah. Jangan sampai lupa ya."

([02:05] Classroom Observation on Thursday, September 26, 2013)

Guru kemudian meminta murid untuk mengerjakan soal nomor satu sampai sepuluh di rumah sebagai PR. Guru juga mengingatkan siswa untuk tidak lupa dan tidak malas mengerjakannya.

([05:06] Classroom Observation on Thursday, October 17, 2013)

The method mentioned above is the method used mostly by teacher SS in teaching English to the students with hearing impairment. It is difficult to apply other teaching methods because of the students' hearing and speech impairment also students' poverty of words and language. The teacher is also unable to do simple task like group works because the limited number of the students which are only three.

The materials used by the teacher in teaching English (especially in main activity stage) is primarily a book with title "*Buku Ajar Bahasa untuk SMALB*" in the cover. In the first page of the book, the title is "English for Students with Special Need: Senior High School Year XI". The writers written on the cover are: Djoko Sambodo M.Pd, Gayuh Trisanti Dewi, SE and Nur Alvanti Fauzi, SS. In the preface section it is written that this book applies the KTSP curriculum in the year of 2006. This book contains six units and each consists of four language skills. Except for the cover, the language used in this book is all in English. This book contains a lot of picture but only consist of two colors: black and white. All of the students have the copy of this book without the key answer, while the teacher holds the original one with the key answer.

The teacher uses this book because this book is arranged by the teacher of students with special needs according to special need curriculum with several necessary adjustments.

For the teaching and learning media, the English teacher usually used textbook and whiteboard. The teacher admitted that she rarely used any other media.

In one of the observations, it can be seen that the teacher also used hand phone as her teaching media:

[Guru kemudian mengeluarkan handphone-nya dan berkata] “Siapa tahu apa ini?” [Murid menjawab] “Hand phone.” [Guru lalu merespon] “Iya, hand phone atau biasa disingkat menjadi HP. Semua punya?” [Muridpun menjawab bahwa mereka semua mempunyai hand phone.] [Guru lalu bertanya lagi] “Apa fungsinya? Apa kegunaanya? Buat apa?” [Siswi Lala menjawab] “SMS.” [Dan siswi Yoma menjawab] “Telfon.”

([02:01] Classroom Observation on Thursday, September 26, 2013)

The teacher also used herself and her students as the media. She put herself and her students into the example of the lesson.

[Kemudian guru memulai apersepsi dengan bertanya] “Kemarin Ibu Asih tidak masuk, pergi ke Jogja, disana ibu tidur di hotel, kalian pernah ke hotel? Hotel untuk apa?” [Lalu murid menjawab bahwa mereka pernah menginap di hotel saat pergi ke Bali. Mereka juga menjawab berbagai fungsi hotel seperti untuk pelatihan, wisata dan istirahat.]

([05:01] Classroom Observation on Thursday, October 17, 2013)

[Guru lalu memberi contoh dengan menuliskan salah satu nama murid ‘Lala’s pencil’ dan berkata] “Nama, koma diatas, ditambah ‘s’, belakangnya ada kata benda. Contoh iki nama ‘Lala’, koma diatas, ditambah ‘s’, kata benda. Artinya ini ‘milk’,..”

([08:04] Classroom Observation on Tuesday, October 29, 2013)

The teacher also said that it will be better if she used audio visual media like using LCD, but because the teacher is not really adaptable with modern technology, it is quite difficult for her to apply that in the classroom.

The researcher also asked the students whether they wanted the teacher to use another media to teach or not. From the interview with the students, student YM and DN stated that they wanted another media even if it just another book, while student LL said that she already had enough with the media from the teacher.

The researcher also asked the teacher whether she knew that the students wanted another media or not, and the teacher stated that she aware of the needs to use another media by the students, but due to her lack of ICT mastery, she is unable to use another media especially to use LCD. The school already has LCD devices and every class already have electric plug, so it is actually possible to use LCD in the class if the teacher is proficient with ICT.

c) Closing Activity

The closing activities include:

1. Summarizing the lesson

At the end of the lesson the teacher asked the students about what they learned in that meeting and the students answered correspondently. The teacher then summarized the lesson to emphasize what they learned.

Setelah itu, guru mengulas pelajaran yang telah disampaikan, "Tadi tentang tempat-tempat umum, public places, itu tempat untuk banyak orang, supaya kalian tahu itu dimana, manfaatnya, untuk apa. Rumah Sakit untuk merawat orang sakit, sekolah untuk belajar, sekarang kalian sudah tau. Kalian bisa lebih tahu lagi dengan mengerjakan PR."

([05:07] Classroom Observation on Thursday, October 17, 2013)

2. Leave taking

After summarized the lesson, the teacher do not stated the forth coming topic or lesson. The teacher then left the class after saying goodbye to the students.

Murid lalu mengucapkan 'selamat siang' dan 'good bye'. Guru lalu mengucapkan "See you, good bye." lalu meninggalkan ruang kelas.

([07:05] Classroom Observation on Thursday, October 24, 2013)

3) Evaluation Stage

In order to evaluate and measure students' understanding in English, the teacher gave formative tests by observing students' abilities in the classroom.

The teacher evaluated speaking skill by looking at how the students pronounce the English words. The students were considered to meet the indicators if the students' pronunciation was closed to the correct pronunciation. Even though their speech was still not as clear as normal students, as long as their vowels and consonants were pronounced correctly, the students already considered to meet the speaking indicators.

To evaluate listening skill, the teacher looked at students' responds and answers every time she asked or gave order to the students. When the students were able to answer her questions and orders in English correctly, it means that the students were able to hear and understand her questions and it means that the students already met the listening indicators.

For reading skill, the teacher evaluated it by looking at how the students understood and answered the questions from the exercises related with text.

To determine the writing skill, the teacher observed at how the students wrote the notes, how the students wrote the questions, and also their answers in English.

For the summative tests, the teacher gave tasks to the students in the form of classroom works and homeworks. The other form of the evaluation are mid semester tests, semester tests also daily tests or daily quizzes. The teacher gave the students daily quiz after two or three topics already given to the students. However, if the students did not understand the lesson yet, the teacher will repeat the lessons over and over and the quiz will have been given after all of the students understood the lesson.

To determine whether the goal of the lesson had already achieved or not the teacher observed students' abilities in daily classes and looked at students' test results. The students were considered to pass the test if their score was above the minimum passing grade required. The minimum passing grade for English lesson in this school was 'six'. By considering students limited hearing ability, vocabulary mastery and their level of comprehension, that score was determined as the passing grade.

2. The Problems Faced by the Teacher and the Students with Hearing Impairment in Teaching and Learning English

In the process of teaching and learning of English in eleventh grade of SLB B YRTRW Surakarta, there are three problems identified. They are come from the students, teacher and also the environmet.

a. Lack of Language Input

1) Pronunciation

The hearing impairment of the students is resulted in their speech impairment due to the lack of input sound in their hearing organs, so their sound or voice imitation is imperfect. Because they can not hear clearly, they also can not pronounce the words they heard clearly. Even though the students can not master the pronunciation perfectly, the teacher still could teach them and optimized their pronunciation even though it will not be as clear as the pronunciation of hearing students.

In teaching pronunciation to the students, the teacher taught them in a loud voice. The teacher always trained the students to speak by using drilling method. The teacher gave sentences to the students, then the teacher read it aloud and after that she asked the students to repeat her pronunciation. The teacher emphasized the vowels of the words by using sign language so the students pronounced the words correctly. If the students pronounced the words incorrectly, she taught them again about how to pronounce it until the students could correctly pronounce the words.

Beside their unclear pronunciation, the students also tended to read English words in Indonesian pronunciation.

...[siswi Lala menjawab “Fi-ne” tapi diucapkan dengan ejaan Bahasa Indonesia /f:inƏ/. Gurupun menyindir dan membenarkan jawaban mereka] “Fi-ne? Fine, I’m fine.”

([08:01] Classroom Observation on Tuesday, October 29, 2013)

To handle that problem, the teacher told the students how to pronounce the words correctly by repeating her pronunciation. The other way used by the teacher was by writing the correct pronunciation of the English words in Indonesia spelling system. Example:

doctor = *dakte*

nurse = *ners*

people = *pipel*

The teacher said that this method is the best that she could give to the students with hearing impairment to improve their pronunciation. The school also suggests students' parents to give hearing aid to the students so it could improve their hearing and speaking ability.

Some of the students had already used the hearing aid since young, while some of the students used the aid when they were already in junior high school. The use of hearing aid gave a great result to the students' hearing and speaking ability, especially who had used it since they were children.

The students who had worn hearing aid since they were young were able to hear and speak better because the hearing aid helped them in the process of sound imitation even though it was not as clear as the students with normal hearing ability. While the students who wore hearing aid when they have already grown find it difficult to adjust themselves with the sudden change on their hearing. Beside that, the students have accustomed to their way of speaking and it is difficult to change their way of speaking and it was difficult to change their lip movement system so the result of their hearing and speaking ability was not significant.

In the practice, not all of the students in this school used hearing aid. There are only one high school student and one junior high school student who are constantly wearing hearing aids, while there are less than 50% of elementary students who wore hearing aid. One of the problems why there are not a lot of students who wear hearing aid is because the hearing aids could causes noise and disturbs student's hearing if its quality is low. The prize is also one of the factors why not every student use hearing aid.

There are so many types of hearing aid, and the prize ranged from one and quarter million up to more than forty million rupiahs.

2) Limited vocabulary

The students' hearing impairment resulted in the limited amount of words that they had mastered and understood.

The low vocabulary mastery of the students could be seen from the observation that the students had difficulty in translating English words to Indonesia and vice versa.

[Guru lalu melanjutkan dengan menanyakan Bahasa Inggris dari nelayan, tapi para murid terlihat bingung dan saling melihat temannya. Guru bertanya] "Tidak tahu? Lupa? Sedikit wae tidak ingat?" [Gurupun mencoba memancing siswa] "Nelayan itu mencari apa? Ikan, Bahasa Inggrisnya ikan apa?" [Murid menjawab] "Fish." Guru meneruskan "Fish, kalau nelayan itu orang yang mencari ikan, jadi fisherman."

([07:02] Classroom Observation on Thursday, October 24, 2013)

[Siswi Lala terlihat kesusahan mengartikan kata 'noble'. Guru lalu memberitahu] "Mulia, mu-li-a. Tulis sini!" [Siswi Lala lalu kesulitan mengartikan kata 'world'. Guru lalu menggunkan bahasa isyarat Indonesia yang berarti 'dunia' dan siswi Lalapun mengerti] "Dunia?" [Lalu siswi Lala menuliskan jawabannya di whiteboard.]

([11:03] Classroom Observation on Thursday, November 07, 2013)

Students' vocabulary mastery of their mother language, Bahasa Indonesia is also limited. Since their hearing is impaired, so the parents, teachers and people around them only taught and spoke to them in the simple and limited words. It could be seen from the interview with students:

AP : "... Kalau fasilitas di sini sudah cukup belum?"

LL (12) : "Fasilitas? Nggak tahu. Fasilitas itu apa?"

AP : "Meja, laptop, alat-alat, lab.bahasa."

([09:12] Interview with student LL & DN on Tuesday, October 29, 2013)

The student did not know the meaning of word '*fasilitas*'. It was because the people around the students with hearing impairment tended to use simple words while communicating with them, thus resulted in their limited vocabulary.

To enrich students' English vocabulary mastery, the teacher kept repeating new words that had given to the students so the students were able to memorize the words. The teacher also wrote the new words in the whiteboard and discussed it together. Then, the students could make a note of it and remembered those words at home. The teacher also gave tasks related to those new words to make the students familiar with those words. In the next meeting, the teacher reminded the students about the previous lesson and the words they have learned in the previous meeting.

[Guru kemudian menanyakan] "Kita kemarin belajar apa?", [siswa Deni menjawab] "Public...". [Gurupun melengkapi jawaban siswa] "Public Places. Artinya apa? Bahasa Indonesianya apa?" [Siswa Deni pun menjawab] "Tempat umum." [Guru lalu merespon] "Tempat-tempat umum. Contoh apa? Example?" [Siswa Deni lalu menjawab] "Airport", [siswi Yoma menjawab] "Hotel",[siswi Lala pun menjawab] "Hospital" [Guru lalu merespon] "Apa hospital?" [Siswi Lala menjawab] "Rumah sakit." [Gurupun merespon] "Rumah sakit, ya betul."

([07:01] Classroom Observation on Thursday, October 24, 2013)

The teacher did not only teach the students about the words on the book but also the words which were out of the textbook and connected with real life situation. By connecting the materials with real life situation, it was easier for the students to memorize and understand the words.

b. Teacher's Extra Responsibilities

Teacher SS is the only English subject teacher in SLB B YRTRW Surakarta. Not only English subject, she also taught *Bahasa Indonesia* subject from junior high school up to senior high school (seventh grade to twelfth grade). Besides that, she is the only Christian subject teacher in this school, and also the one who is in charge to take care of school administration.

The teacher also stated that sometimes the teaching schedule is collided, and she had to teach two classes in the same time. But she could handle this problem since the amount of students of each class were less than 10 students and one room is divided into two classes by a wooden divider, so the teacher could move and teach from one class to another class.

"..karena saya juga mengajar agama lha kebetulan pas tumbuk ya kalau pas tumbuk gitu saya agak kerepotan. Apalagi kalau sing bareng itu anak-anak kecil, itu repot, karena anak-anak kecil itu kan nggak bisa di sambi. Tapi kalau anak-anak besar, misalnya ini saya nyambi agama, agama saya dudukkan disini, nanti setelah saya mengajar Bahasa Inggris, terus tak suruh nulis atau tak suruh apa, saya ganti ngajar agama, agama sudah saya terangkan tak suruh nulis, nyatet, atau apa gitu bisa. Karena yang agama Kristen kan cuma saya, sedangkan ada murid-murid yang beragama Kristen, jadi memang harus diajar agama Kristen supaya mereka tidak kehilangan hak mendapatkan pengajaran, pendidikan itu."

([06:11] Interview with teacher SS on Thursday, October 24, 2013)

The other problem was teacher's educational background. The teacher was a graduate of *Pendidikan Luar Biasa* or Special Education program. She did not have special education background in teaching English but she had to teach English lesson. The teacher also admitted that her lack in English mastery is also one of the problems for her in teaching English. To overcome that, the teacher studied about English continuously to improve her English

mastery. In one of the class observations the teacher told the students to keep study because she also keeps study even though she is not young anymore.

“Kalau kamu kan masih muda, masih kuat. Bu Asih sudah tua. Bu Asih sudah tua saja belajar, he-e tha? Kamu yang masih muda harus semangat.”
([11:05] Classroom Observation on Thursday, November 07, 2013)

The other solution proposed by teacher is by adding new English teacher with English background education so the quality of teaching and learning process of English could be improved, but the teacher should understand about the characteristics of students with hearing impairment before entering this school.

c. Time Management

The time allotment of English subject for high school students of SLB B YRTW was 2x40 minutes per week. It was according to the KTSP (*Kurikulum Tingkat Satuan Pendidikan*), but in the practice, sometimes the process of teaching and learning English was even less than 80 minutes. It was because of the lack of the teacher in time management.

One of the factors which caused this problem was because teacher's duty as the one who in charge of school administration. This duty sometimes made her unable to come to the class on time.

Hari ini pelajaran terlambat dimulai dikarenakan Guru (SS) di utus oleh kepala sekolah untuk mengurus keperluan sekolah di kantor dinas, tapi walaupun jam pelajaran Bahasa Inggris sudah berlalu 20 menit, guru segera memulai pelajaran begitu kembali dari kantor dinas.
([07:01] Classroom Observation on Thursday, October 24, 2013)

In another occasion, the teacher also should attend teachers meeting and leave the class early.

Di tengah guru menjelaskan, ada guru lain yang mengetuk pintu kelas dan berkata “Maaf, rapat mendadak.” Guru SS hanya mengacungkan jempol pada guru tersebut dan meneruskan berkata “Sudah ya, Bu Asih mau rapat, kalian lanjutkan. PR tidak boleh berkata lupa, kalau lupa pulang”

([11:05] Classroom Observation on Thursday, November 7, 2013)

When the teacher had another matter to handle, (For example: teachers meeting or school administration) she could not optimally use the allocated time.

In one of the classroom observations, the researcher found out that the teacher took too much time in doing apperception. The teacher took almost 15 minutes in doing apperception whereas she came to the class 20 minutes late because she should handle the school administration.

The researcher also found out that from seven classroom observations, the teacher always ended the lesson before the allocated time even though there is no teachers’ meeting or school administration to handle.

3. The Proficiency of XI Grade Students of SLB B YRTRW in English.

The vocabulary mastery of the eleventh grade students of SLB B YRTRW was still limited and they still had difficulty in translating simple words.

[Guru lalu melanjutkan dengan menanyakan Bahasa Inggris dari nelayan, tapi para murid terlihat bingung dan saling melihat temannya.] [Guru bertanya] “Tidak tahu? Lupa? Sedikit wae tidak ingat?” [Gurupun mencoba memancing siswa] “Nelayan itu mencari apa? Ikan, Bahasa Inggrisnya ikan apa?” [Murid menjawab] “Fish.” [Guru meneruskan] “Fish, kalau nelayan itu orang yang mencari ikan, jadi fisherman.”

([07:02] Classroom Observation on Thursday, October 24, 2013)

In one of the observation, one of the students had mistaken in translating word.

[Guru melanjutkan lagi] “*Banyak anak-anak and young people. People apa?*”
 [Siswa Deni menjawab] “*Dua.*” [Guru lalu berkata] “*Kok dua? Kuwi mungkin kamu ‘Double’ wong iki people kok tekan double.*”
 ([11:04] Classroom Observation on Thursday, November 7, 2013)

Even though their vocabulary was limited, the students were able to mention words related to the topic given by the teacher.

[Guru lalu merespon] “*Tempat-tempat umum. Contoh apa? Example?*” [Siswa Deni lalu menjawab] “*Airport*”, [siswi Yoma menjawab] “*Hotel.*”
 ([07:01] Classroom Observation on Thursday, October 24, 2013)

The students were also able to make short sentences in English.

[Siswi Lala berkata] “*Deni, do you bring my pen?*” [Siswa Deni menjawab] “*Can you repeat please?*” [Siswi Lala berkata] “*Do you bring my pen?*” [Siswa Deni menjawab] “*Oh yes, here.*” [Siswi lLala berkata] “*Thank you.*”
 ([12:05] Classroom Observation on Thursday, November 14, 2013)

The students were also had difficulty in translating sentence. The students tended to translate the sentence word by word without rearranging the word order after the sentence was translated. But after the teacher told them that they had mistaken in rearranging the word order, then they were able to answer correctly. Example:

[Guru lalu memberi contoh dengan menuliskan salah satu nama murid ‘Lala’s pencil’ dan berkata] “*Bahasa Indonesianya apa?*” [Siswa Deni menjawab] “*Lala pensil*”, [guru lalu berkata] “*Ndho, kebalik nuw.*” [Siswi Lala lalu menjawab] “*Pensil Lala.*” [Guru lalu merespon] “*Lha, pensil Lala.*”
 ([08:04] Classroom Observation on Tuesday, October 29, 2013)

“*Where is your father’s office?*” [Murid lalu menirukan, dan guru menanyakan artinya.] [Siswi Lala menjawab] “*Dimana ayahmu kantor?*” [Guru lalu merespon] “*Terbalik. Dimana kantor..*” [Siswi Lala lalu menjawab] “*Dimana kantor ayahmu?*” [Guru merespon] “*Ya betul.*”
 ([08:04] Classroom Observation on Tuesday, October 29, 2013)

The reason why the students had difficulty in English was because they were not accustomed to use English in their daily life and they only used simple sentences in English. It was tolerable because of their hearing impairment. They also still had difficulty in using correct *Bahasa Indonesia*, so it was natural if they had more difficulty in using English.

D. Discussion of the Research Findings

In this section, the researcher discusses the research findings from the process of teaching and learning English of eleventh grade students of SLB B YRTRW Surakarta in the previous section with the other relevant references

1. The Problems Faced by Students in Teaching and Learning English

From the research finding, the researcher found out that speech maybe audible to eleventh grade students with hearing impairment in SLB B YRTRW Surakarta, but the words may not be clearly intelligible for them. Doyle and Dye (2002: 8) state that:

“When a child is asked if s/he can hear, the child’s likely response will be ‘yes,’ however, understanding what was said is a different story! For instance ‘walk’, ‘walked’, ‘walking’ and ‘walks’ may all sound the same, and words like ‘vacation’ and ‘invitation’ may be confused. So a child may behave as if s/he heard and understood what was said, but s/he would not know if critical sounds were missed.”

From the explanation above, it can be seen that the children with hearing impairment have difficulty in differentiate words especially words with similar pronunciation. Thus their pronunciation is impaired or imperfect.

Besides the limited pronunciation and speaking ability of the students with hearing impairment, Massaro and Light (2003: 3) also mention another effect of hearing impairment. They say:

“Children with hearing loss have significant deficits in both spoken and written vocabulary knowledge. One reason is that these children tend not to overhear other conversations because of their limited hearing and are thus shut off from an opportunity to learn vocabulary.”

From that statement, it can be concluded that because of their limited hearing, children with hearing impairment tend to miss conversations and any input sounds, thus it resulted in their lack of vocabulary.

Besides that, the researcher also found out that the society gives special treatment to the students with hearing impairment. Since the society knows that those children had hearing impairment, then they tend to use the simplest words possible while communicating with students with hearing impairment, thus resulted in the lack of words input and limited vocabulary of the students with hearing impairment. Giving this kind of treatment resulted in the limited vocabulary that the children with hearing impairment have. Considering that impact to the children with hearing impairment, the society should not limited their way in communicating with the students with hearing impairment and support them to learn more words.

From the discussion above, the researcher build a theory: “The main problem of the students with hearing impairment in learning English comes from the lack of language input. The lack of language input comes from their hearing impairment, also the limited words and language used by the society around the students with hearing impairment. Thus, the lack of language input of the students with hearing impairment results in their imperfect pronunciation and their limited vocabulary mastery.”

2. The Implementation of Teaching and Learning English in SLB B YRTRW Surakarta

In the process of teaching and learning English in SLB B YRTRW Surakarta, the teachers and students used *Komtal/Komunikasi Total* or Total Communication Approach which contains various components of communication means. Suparno (1997) states that there are three principles in Total Communication Approach:

1. It is introduced as early as possible to the children.
2. It involves components such as: gesture, sign language, lip-reading, finger spelling, oral-speaking, reading and writing.
3. Utilization of children's residual hearing through continuous training and with the help of hearing aids.

The students' parents in SLB B YRTRW Surakarta usually have taught their children to use total communication since they were young children, especially how to use sign language. It is in line with Marschark and Spencer (2009: 75) whom state that "Like hearing children learning spoken language, deaf children learning a natural sign language from fluent parents start combining signs in multi-unit expressions by 15-18 months."

The school also combines the components mentioned by Suparno above in their communication. The school also gives the students continuous speaking and listening training by providing education for speech development (*bina wicara*), and education for rhythm and sound perception (*bina persepsi bunyi dan irama*) to the students. The school also suggests students' parents to provide hearing aids to the students even though only one senior high school student, one junior high school student and less than 50 percent of elementary school students who wears hearing aid.

In the process of teaching and learning of English in eleventh grade students of SLB B YRTRW Surakarta, the teacher used and combined various teaching method to optimize students' ability in English. The teacher also involves the students actively in the process of teaching and learning. The teacher asks the students to mentioning words related with the topic; translating words and sentence; doing exercise; and doing drilling.

Jones (2007) states: a good teaching method is a method which involves the students actively or it is called as student-centered. In a student-centered class, students do not depend on their teacher all the time. It is a place where we consider the needs of the students and encourage them to participate in the learning process all the time.

In order to handle the pronunciation problem of the students with the hearing impairment, teacher SS always speaks in a loud voice when teaching. This is in accordance with *Permendiknas No. 41 tahun 2007* which states: "*volume dan intonasi suara guru dalam proses pembelajaran harus dapat didengar dengan baik oleh peserta didik;*" Besides that, the teacher always drills the students to read English sentences over and over so they will be used to read English sentences. The teacher emphasizes the vowels and articulation by using sign language so the students will understand the correct pronunciation.

The teacher also writes the pronunciation of the English words in Indonesia spelling system as it is the students' first language so it will be easier for them to understand it. This method of teaching is almost the same as teaching English pronunciation by using phonetic symbol, but in this method the teacher uses Indonesian spelling system instead. Since *Bahasa Indonesia* is the students' mother language, it is easier for the students to understand the spelling.

The other way suggested by school in handle this problem is by giving hearing aid to the students. It is better for students with residual hearing to use hearing aid so it can optimize their hearing capabilities. Although hearing aid is

useful, it does not mean that by using hearing aid the student could talk like hearing children. Doyle and Dye (2002: 21) mention:

“Hearing aids do not distinguish between speech and noise as a normal ear does, and cannot “tune out” much of what a child does not want to hear. Although hearing aids are good in one-on-one and small group situations, they also amplify all sounds, including background noise. Amplification cannot correct damage to the inner ear. Even the most advanced hearing instruments of today cannot return a person’s hearing to normal. Rather, hearing aids amplify and shape incoming sounds to make them audible to an ear that could not otherwise detect them.”

From the statement above it can be seen that the main principal function of hearing aid is to amplify all sounds, including background noise, thus it can also disturb students’ hearing. Hearing aids with low quality also have bad amplification system, so the parents should choose the appropriate hearing aid for their children. It should also be noted that the students who had worn hearing aid since they were young were able to hear and speak better because the hearing aid helped them in the process of sound imitation even though it was not as clear as the students with normal hearing ability. While the students who wore hearing aid when they have already grown find it difficult to adjust themselves with the sudden change on their hearing. Besides that, the students have accustomed to their way of speaking and it is difficult to change their way of speaking and it was difficult to change their lip movement system so the result of their hearing and speaking ability was not significant.

In handling students’ vocabulary mastery, the teacher keeps repeating the new words given to the students and also connecting the words or materials with the real life situation, so it is easier for the students to memorize and understand the words. The teacher also gives tasks related to the new words. In the next lesson, the teacher reminds the students about the previous lesson and the words given to them, so the students will be able to memorize and understand the new words. It

is in line with McCarten (2007: 21) who says: “Learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them.” By applying this method, it is expected to enrich students’ vocabulary.

The teacher also used various media. The media which are used mostly by the teacher are textbook and whiteboard. From the class observation, the researcher also found that the teacher once used hand phone as her media. The teacher also used herself and the students as models by putting them into example of the lessons. The teacher also used pictures from the handout book, because the students with hearing impairment prefer visual media. But the teacher admitted that she is unable to use audio visual media like LCD projector because she is not adaptable with modern technology, thus she only relies on whiteboard and text book.

Burke (2005: 18) classifies teaching and learning media into four types:

1. Visual media - such as the chalkboard, textbook, transparencies, maps and drawings.
2. Audio media - such as the radio, cd-player and cassette player.
3. Audio-visual media - such as the television, slides, videos and computers.
4. The real thing - such as live biota, models and preserved animals.

From Burke’s classification above, it can be seen that the visual media used by the teacher are: whiteboard, textbook, and pictures. The audio media used is only the teacher’s voice. The real things that the teacher used are hand phone, herself and the students. For audio visual media, the teacher never used any.

After the teacher used suitable approach and used various teaching method and media, the eleventh grade students of SLB B YRTRW Surakarta were able to understand the English lesson, enlarged their vocabulary mastery and improve their pronunciation.

The theory could be build from the discussions above that: “Students with hearing impairment are also able to learn English just like any other students. The ‘master-key’ is the teacher. As long as the teacher uses various teaching method, materials and media which are suitable with students’ condition, then their ability in learning could be optimized.”

3. The Proficiency of XI Grade Students of SLB B YRTRW in English.

The eleventh grade students of SLB B YRTRW Surakarta have limited vocabulary mastery. It is because of their hearing impairment which results in limited sound they can comprehend. Their limited vocabulary thus affects their comprehension ability including their reading and writing skill, thus their academic performance is lower than their peers who are not having hearing impairment. This condition is in line with Doyle and Dye (2002: 9) who states:

“Another consequence of a hearing loss is its negative impact on vocabulary development, reading, and writing. When language skills are deficient and vocabulary is limited, reading skills also are likely to be poor. Often these students are not even aware that they have limited comprehension. Given the complex nature of reading and writing, it is not surprising that these skills are a constant struggle for D/HH students whose performance may be below that of their hearing peers. Mainstreamed D/HH students have relatively grade-level reading abilities.”

In accordance to students’ English proficiency level, Gottlieb (2004: 6) mentions five language proficiency levels of the English language proficiency standards:

Table 4.1. English Language Proficiency Level

Level	At English language proficiency, English language learners will process, understand, produce or use:
5- Bridging	<ul style="list-style-type: none"> the technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports. oral or written language approaching comparability to that of English proficient peers when presented with grade level material.
4- Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support.
3- Developing	<ul style="list-style-type: none"> general and some specific language of the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support.
2- Beginning	<ul style="list-style-type: none"> general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support.
1- Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

From classification above it can be seen that the IX grade students of SLB B YRTRW Surakarta are able to:

a. Understand general language related to the content areas.

The students are able to mention words related to the topic given by the teacher.

b. Produce phrases or short sentences.

The students are able to produce short sentences but have difficulty in produce long sentences due to their confusion of arranging word orders and their limited vocabulary mastery.

c. Use oral or written language with some errors that often impede the meaning of communication.

The students are able to use oral or written language but sometimes they made some mistakes which hinder the meaning of communication. As for example: One of the students mistake in translating people/*orang* into *kembar* because he thought that people=double=*kembar*.

So it can be concluded that the English proficiency level of IX grade students of SLB B YRTRW Surakarta are at “**Level 2-Beginning**”.

Since the students with hearing impairment have lower comprehension than hearing students, the teachers and the people around them should give appropriate materials according to their ability and should not push them excessively. Even so, it does not mean that the people around them should give too much restriction to them. The people around them should also give them opportunity and support them to develop themselves.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

E. Conclusion

From the research findings and discussion, the researcher draws conclusions of the process of teaching and learning English in eleventh grade students of SLB B YRTRW Surakarta, their problems in teaching and learning of English also their proficiency in English. The conclusions are as follows:

1. The curriculum used in this school is *Struktur Kurikulum Pendidikan Khusus* which specialized for students with special needs and different with curriculum used in regular school. The Standard of Competence and Basic Competence used are adjusted to the students' need.
2. In the process of teaching and learning English, the teachers and students used oral speaking as their primary means of communication while sign language is used as the supportive means of communication. The resource of the sign language used in this school is from *SIBI (Sistem Isyarat Bahasa Indonesia)* dictionary.

There are three conditions when sign language is used:

- a. The teacher uses sign language to tell the students about the meaning of English word in Indonesia.
- b. The teacher uses sign language when teaching speaking and pronunciation to the students. The teacher will use sign language to show the vowels or consonants of the words that will be pronounce by the students so the students will be able to pronounce those words correctly.
- c. The students also use sign language when answering teacher's questions. They are speaking orally while also doing sign language to support their oral speaking.

3. The main problem of the students with hearing impairment is their hearing and speech impairment which results in their imperfect pronunciation. To improve students' pronunciation, the teacher trained the students to speak by using drilling method. The teacher gave sentences to the students, then the teacher read it aloud and after that she asked the students to repeat her pronunciation. The teacher emphasized the vowels of the words by using sign language so the students could pronounce the words correctly.
4. The XI grade students of SLB B YRTRW Surakarta have limited vocabulary in English and *Bahasa Indonesia*. Since their hearing is impaired, so the parents and people around them only taught and spoke to them in simple and limited words. Even though the students have hearing impairment, it is possible to enrich their vocabulary. The way that teacher SS used in improving students' vocabulary is by introducing approximately ten new words to the students in every new chapter. They discussed it together, and then the students could make a note of it and remembered those words at home. The teacher also gave tasks related to those new words to make the students familiar with those words and the words were recalled every meeting.
5. The main problem faced by the teacher was that she had too many responsibilities. Teacher SS was the only English subject teacher in SLB B YRTRW Surakarta. She also taught *Bahasa Indonesia* and Christian subject. She is also the one who was in charge to take care of school administration. This duty sometimes made her unable to come to the class on time or made her should leave the class early. The teacher also lacked in time management. She took too much time in doing apperception and she also ended the class earlier than the schedule even though there was no urgent matter to handle.
6. Students with hearing impairment are also able to master and understand English just like any other students. The 'master-key' is the teacher. As long as the teacher uses various teaching method, materials and media which are

suitable with students' condition, then their ability in learning could be optimized.

7. In the process of teaching and learning English, the students were active and they were able to understand the lesson. They were able to mention English words related with the topic and also answered the questions from the teacher. The students are able to produce short sentences but have difficulty in produce long sentences due to their confusion of arranging word orders and their limited vocabulary mastery. The students were also able to pronounce English words with correct vowels and consonant even though it was not as clear as the pronunciation of normal students.

F. Implication

The finding implies that teaching English to the students with hearing impairment is complicated and challenging. Students' hearing and speech impairment results in their imperfect pronunciation and lack of vocabulary, so extra effort is needed to teach English to them. The use of total communication approach which uses all means of communication is needed to optimize the communication and interaction between teacher and students. Besides that, the teacher should apply various teaching method and various materials suitable with students with hearing impairment to improve students' mastery in English. The students should be encouraged that they are able to learn English regardless their impairment and they should not think that their impairment is a hindrance to learn English.

Some people think that students with hearing impairment are unable to learn English; while the others think that the students with hearing impairment will be able to master English like normal students if they are study in the special school (SLB). From the result of this research it can be seen that even though the students are not be able to master English as perfect as the performance of normal students but the teachers and the school already provided various facilities and supports so the

students with hearing impairment are able to learn English so it is not impossible for them to learn English.

G. Suggestion

After the researcher conducting the research, analyzing the data and constructing conclusion, the researcher wants to contribute by proposing suggestions to the school, English teacher and students of eleventh grade of SLB YRTRW Surakarta to make the process of teaching and learning English improve well.

1. For the school of SLB YRTRW Surakarta

- a. The school can provide hearing aids and lend them to the students with severe hearing impairment but can not afford to buy a hearing aid.
- b. The school should give attention more to the teacher, especially in monitoring teacher's responsibilities such as: making complete lesson plan needed and control the teacher to teach according to the schedule or allocated time.
- c. The school should provide various media to teach the students like: pictures, tape, videos which related to the lesson, provide more reference books also provide language laboratory to improve the teaching and learning process.
- d. The school should not give too many responsibilities to one teacher like teacher SS which should teaching English, *Bahasa Indonesia* and Christian subject. Giving too many classes to one teacher can reduce the teacher's concentration and focus. It also can affect the teaching and learning process.
- e. The school should recruit or hire field study teachers so the students can get the lesson from the teachers which are specialized in their field of study so it can improve the quality of teaching and learning process.
- f. The school can give English course to the students at least once a week so the students can learn English more.

2. For the English teacher of SLB BRTRW Surakarta

- a. The teacher should apply various methods to improve students' mastery of English. Several methods that the teacher can use are:

1) Phonetic method.

It can be used to improve students' pronunciation. It is a method to train the students' speech organs so it can become more flexible and the students can speak better. One of the muscles-exercise can be given by ask the students to imitate the teacher's speech (words or sentence) while looking at the mirror. By looking at the mirror the students will be able to see how the teacher moving and placing her mouth and tongue, then the teacher guide the students to move or place the students' mouth and tongue in a correct way. This exercise can be given constantly until the students' speech organs become more flexible.

2) Role Play method.

This method is rarely applied. In conducting Role Play, teacher should provide sufficient time and guidance in the preparation stage. If the students find some words they do not know when arrange the dialog, they can search it at the dictionary or ask the teacher. The teacher also could help and giving guidance to the students in arranging correct sentences. By doing this, it can improve their vocabulary mastery. Then by performing their Role Play in the front of the class it can give them more exercise to improve their speaking ability.

- b. The teacher should apply various teaching media in teaching English. Several teaching media that the teacher can use are:

1) Flash card.

The teacher should provide cards which contain picture, English word and Indonesian word. The pictures can be gathered from the internet, books, newspaper or any other sources. Each student will get different cards then

the students can ask their friends about the English word or Indonesian word of the picture card he/she get. If his/her friends do not know the answer, he/she should tell his/her friend the correct answer. The student also can exchange their card with their friends so they will know more pictures and words. The teacher then giving questions related to the words in the cards to improve students' comprehension about the new words they have learned.

The students with hearing impairment are more attracted to visual things since their hearing is disturbed. So by giving picture cards, it can attract them more and make it easier to learn the lesson.

2) Bilingual story book.

Bilingual story book is story book with two languages inside it (English and *Bahasa Indonesia*). By reading bilingual story book, the students will be able to see how Indonesian words are translated to the English and vice versa. The students also will be able to see how the word order is arranged so it will help them who have difficulty in arranging the word order when translating sentences to understand it better.

- c. The teacher should not rely only on one reference book. The teacher can use more books and the teacher can search more materials in the internet
- d. The teacher should state the forthcoming topic or lesson to the students so the students can prepare themselves and study about the lesson before the next meeting.
- e. The teacher already has a good and close relationship with the students, so the researcher hope that the teacher can maintain it or improve it if it possible. Close relation between teacher and students can motivate the students more in the teaching and learning process.
- f. The teacher should start the lesson on time and not end the lesson before the schedule, so the teaching and learning process can be optimized.

3. For the eleventh grade students of SLB B YRTRW Surakarta

- a. The students should know that they are able to learn English regardless their impairment and they should not think that their impairment is a hindrance to learn English. With that, they can enjoy the lesson more so they can comprehend the lesson more easily.
- b. The students should not be shy to ask and answer the questions to/from the teacher, and they should not afraid to share their opinions.
- c. The students should try to use English in their daily life when communicating with their friends. They can start with simple words or sentences and they can develop it day by day so they can be familiar in using English. The students should not be afraid in communicating in English. Errors and mistakes are part of the learning. By correcting their mistakes they could improve their English more.
- d. The students should improve their study in English. Not only in the class, but they also should learn English outside the class. It can be from reading English books or articles, learn from the internet or taking an English course.
- e. Since all the students still have residual hearing, so the students should not rely only on sign language in communicating. They should practice their oral language more by actively involved in BKPBI (*Bina Komunikasi Persepsi Bunyi dan Irama*) lesson.
- f. The students should be more discipline. Come in class on time and always do the tasks and homeworks from the teacher.

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APPENDICES

INSTRUMEN OF OBSERVATION

➤ **Rincian Masalah:**

4. How is the process of teaching and learning English in XI grade students of SLB B YRTRW Surakarta implemented?
5. What are the problems faced by the teacher in teaching students with hearing impairment in SLB B YRTRW Surakarta?
6. How is the proficiency of SLB B YRTRW students in English?

➤ **Instrumen**

I. Document Analysis

A. Tujuan :

Meneliti dokumen-dokumen yang digunakan guru SLB dalam mengajar Bahasa Inggris dan keterkaitannya dengan proses belajar mengajar Bahasa Inggris pada kelas XI SLB B YRTRW Surakarta.

B. Informasi yang ingin didapat:

(Menurut Rincian Masalah: 1. How is the process of teaching and learning English in XI grade students of SLB B YRTRW Surakarta implemented?)

- Mengetahui kurikulum seperti apa yang digunakan untuk mengajar anak tuna rungu.
- Mengetahui apakah kurikulum yang digunakan untuk mengajar murid tuna rungu sama dengan kurikulum sekolah umum atau tidak. Apa perbedaannya.
- Mengetahui silabus yang digunakan untuk mengajar Bahasa Inggris kepada anak tuna rungu.
- Mengetahui Standar Kompetensi, Kompetensi Dasar dan Indikator pencapaian kompetensi Bahasa Inggris yang diterapkan untuk murid tuna rungu.
- Mengetahui Rencana Pelaksanaan Pembelajaran yang dibuat oleh guru untuk mengajar Bahasa Inggris kepada anak tuna rungu.

- Mengetahui apakah komponen RPP yang dibuat guru sudah lengkap dan sesuai dengan peraturan.
- Mengetahui materi-materi ajar yang digunakan oleh guru untuk mengajar Bahasa Inggris kepada anak tuna rungu.
- Mengetahui buku pegangan yang digunakan guru mengajar Bahasa Inggris kepada anak tuna rungu.
- Mengetahui apakah buku yang digunakan memadai untuk mengajar Bahasa Inggris kepada anak tuna rungu.

C. Hal yang dibutuhkan untuk mendapatkan informasi tersebut adalah dengan meneliti dokumen-dokumen sebagai berikut:

1. Kurikulum Pendidikan Khusus
2. Silabus Pendidikan Khusus
3. Rencana Pelaksanaan Pembelajaran Guru Bahasa Inggris SLB YRTRW Surakarta
4. Materi ajar dan buku acuan yang digunakan Guru Bahasa Inggris SLB YRTRW Surakarta

II. Observation

A. Tujuan:

Melihat, meneliti dan memahami proses pengajaran Bahasa Inggris yang berlangsung di dalam XI SLB B YRTRW Surakarta.

B. Informasi yang ingin didapat:

(Menurut Rincian Masalah: 1. How is the process of teaching and learning English in XI grade students of SLB B YRTRW Surakarta implemented?)

- Mengetahui kondisi dan kelengkapan fasilitas yang tersedia di kelas.
- Mengetahui bagaimana cara guru membuka pelajaran.
- Mengetahui bagaimana cara guru meningkatkan motivasi dan partisipasi murid dalam belajar.

- Mengetahui apakah guru selalu menyampaikan tujuan pembelajaran sebelum kegiatan belajar mengajar berlangsung.
- Mengetahui bagaimana cara dan sikap guru dalam menyampaikan materi.
- Mengetahui bagaimana sikap dan partisipasi murid dalam kegiatan pembelajaran.
- Mengetahui apa saja materi yang diajarkan dan dibahas di kelas dan apakah materi tersebut sesuai dengan RPP atau tidak.
- Mengetahui apa saja kegiatan belajar mengajar yang dilakukan di kelas.
- Mengetahui apakah murid memahami pelajaran yang disampaikan oleh guru.
- Mengetahui apakah guru memberikan kesempatan pada murid untuk bertanya jika mengalami kesulitan.
- Mengetahui bagaimana cara guru menutup pelajaran, melakukan refleksi dan menyampaikan pelajaran yang akan disampaikan pada pertemuan berikutnya.

(Menurut Rincian Masalah: 2. What are the problems faced by the teacher and students in the process of teaching and learning English in SLB B YRTRW?)

- Melihat dan menemukan kesulitan-kesulitan yang dialami guru dan murid dalam proses belajar-mengajar Bahasa Inggris.
- Mengetahui lamanya jam pelajaran yang tersedia, pemanfaatannya dan keefektifitasannya untuk proses belajar-mengajar Bahasa Inggris.
- Melihat dan mengetahui kemampuan *pronunciation* murid dan faktor yang mempengaruhinya.

(Menurut Rincian Masalah: 3. How is the proficiency of SLB B YRTRW students in English?)

- Melihat dan mengetahui tingkat penguasaan kosakata Bahasa Inggris murid dan faktor yang mempengaruhinya.
- Melihat dan mengetahui tingkat pemahaman Bahasa Inggris murid dan faktor yang mempengaruhinya.

C. Hal yang dibutuhkan untuk mendapatkan informasi tersebut adalah dengan melihat dan meneliti:

(Menurut Rincian Masalah: 1. How is the process of teaching and learning English in XI grade students of SLB B YRTRW Surakarta implemented?)

1. Bagaimana kondisi dan kelengkapan fasilitas yang tersedia di kelas?
2. Bagaimana guru membuka pelajaran?
3. Apakah guru melakukan *review* mengenai pelajaran yang sudah diajarkan sebelumnya?
4. Bagaimana cara guru meningkatkan motivasi dan partisipasi murid dalam belajar?
5. Apakah guru selalu menyampaikan tujuan pembelajaran sebelum kegiatan belajar mengajar berlangsung?
6. Bagaimana cara dan sikap guru dalam menyampaikan materi?
7. Bagaimana sikap dan partisipasi murid dalam kegiatan pembelajaran?
8. Bagaimana guru memberdayakan fasilitas yang tersedia?
9. Apa saja materi yang diajarkan dan dibahas di kelas? Apakah sesuai dengan RPP atau tidak?
10. Apa saja kegiatan belajar mengajar yang dilakukan di kelas?
11. Apakah murid memahami pelajaran yang disampaikan oleh guru?
12. Apakah guru memberikan kesempatan pada murid untuk bertanya jika mengalami kesulitan?
13. Bagaimana respon dan *feedback* dari guru?
14. Bagaimanakah cara guru menutup pelajaran?
15. Apakah guru melakukan refleksi sebelum menutup pelajaran?
16. Apakah guru menyampaikan pelajaran yang akan disampaikan pada pertemuan berikutnya?

(Menurut Rincian Masalah: 2. What are the problems faced by the teacher and students in the process of teaching and learning English in SLB B YRTRW?)

17. Apa sajakah kesulitan yang dihadapi guru dan murid dalam proses belajar-mengajar Bahasa Inggris?
18. Berapa lamakah jam pelajaran Bahasa Inggris yang diberikan dan keefektifitasannya dalam proses belajar-mengajar Bahasa Inggris?
19. Bagaimanakah kemampuan *pronunciation* murid dan factor yang mempengaruhinya?

(Menurut Rincian Masalah: 3. How is the proficiency of SLB B YRTRW students in English?)

20. Sejauh apa tingkat penguasaan kosakata Bahasa Inggris murid dan factor yang mempengaruhinya?
21. Bagaimanakah kemampuan pemahaman Bahasa Inggris murid dan factor yang mempengaruhinya?

III. Interview

A. Tujuan:

Melakukan wawancara dengan guru Bahasa Inggris dan murid-murid kelas XI SLB B YRTRW Surakarta untuk mengetahui bagaimana berlangsungnya proses belajar mengajar Bahasa Inggris dan juga mengetahui kesulitan-kesulitan yang dihadapi oleh guru dan murid dalam proses belajar mengajar Bahasa Inggris

B. Informasi yang ingin didapat dari Guru Bahasa Inggris:

(Menurut Rincian Masalah: 1. How is the process of teaching and learning English in XI grade students of SLB B YRTRW Surakarta implemented?)

- Mengetahui jenis Bahasa Isyarat yang digunakan, apakah Bahasa Isyarat dimasukkan dalam mata pelajaran dan darimanakah murid dan guru mempelajari Bahasa Isyarat tersebut.
- Mengetahui hal apa sajakah yang diperhatikan guru dalam menyusun RPP.
- Mengetahui apakah guru selalu menyampaikan tujuan dan indikator pembelajaran di awal pembelajaran.
- Mengetahui apa sajakah metode ajar, materi ajar dan juga media ajar yang digunakan oleh guru.
- Mengetahui bagaimanakah hubungan antara murid dan guru.
- Mengetahui peran guru dan murid dalam proses belajar mengajar.
- Mengetahui apa sajakah proses evaluasi Bahasa Inggris yang diberlakukan oleh guru dan Sekolah.
- Mengetahui apa sajakah indikator yang digunakan guru untuk mengukur kemampuan *listening*, *speaking*, *reading* dan *writing* murid. Berdasar dari manakah guru menentukan indikator tersebut.
- Mengetahui bagaimanakah cara guru untuk mengukur tercapainya tujuan pembelajaran.
- Mengetahui apakah ada upaya peningkatan pengajaran Bahasa Inggris oleh guru.

(Menurut Rincian Masalah: 2. What are the problems faced by the teacher and students in the process of teaching and learning English in SLB B YRTRW?)

- Mengetahui berapa jumlah murid yang menggunakan Alat Bantu Mendengar (ABM), sejak kapan mereka menggunakan dan berapa besar pengaruh penggunaan ABM dalam kemampuan mendengar dan bicara mereka.
- Mengetahui apakah alat bantu dengar tersebut mudah diakses, baik secara biaya maupun pengoperasian.

- Mengetahui apa sajakah masalah dan kesulitan yang dialami oleh guru selama mengajar Bahasa Inggris pada anak tuna rungu dan bagaimana cara guru mengatasi hal tersebut.
- Mengetahui apakah lama jam pelajaran Bahasa Inggris dirasa cukup memadai untuk mengajarkan Bahasa Inggris pada murid.

(Menurut Rincian Masalah: 3. How is the proficiency of SLB B YRTRW students in English?)

- Mengetahui tingkat penguasaan kosakata Bahasa Inggris murid dan faktor yang mempengaruhinya.
- Mengetahui kemampuan *pronunciation* murid dan faktor yang mempengaruhinya.
- Mengetahui tingkat pemahaman Bahasa Inggris murid dan faktor yang mempengaruhinya.

C. Informasi yang ingin didapat dari Murid:

(Menurut Rincian Masalah: 1. How is the process of teaching and learning English in XI grade students of SLB B YRTRW Surakarta implemented?)

- Mengetahui darimanakah murid belajar Bahasa Isyarat.
- Mengetahui apakah murid menyukai pelajaran Bahasa Inggris. Apakah yang membuat mereka menyukai atau tidak menyukai pelajaran Bahasa Inggris.
- Mengetahui apakah guru selalu menyampaikan tujuan pembelajaran setiap pelajaran dimulai.
- Mengetahui apakah guru menggunakan metode ajar dan media ajar yang bervariasi.

(Menurut Rincian Masalah: 2. What are the problems faced by the teacher and students in the process of teaching and learning English in SLB B YRTRW?)

- Mengetahui kesulitan yang dihadapi murid dalam belajar Bahasa Inggris.
- Mengetahui apakah murid menggunakan Alat Bantu Mendengar, sejak kapan dan bagaimana pengaruhnya terhadap kemampuan mendengar dan bicara mereka.
- Mengetahui apakah murid menyukai dan memahami pelajaran Bahasa Inggris yang diberikan oleh guru.
- Mengetahui apakah murid merasa cukup dengan lamanya jam pelajaran Bahasa Inggris di sekolah.

D. Hal yang dibutuhkan untuk mendapatkan informasi dari Guru adalah dengan melakukan wawancara dengan pertanyaan sebagai berikut:

(Menurut Rincian Masalah: 1. How is the process of teaching and learning English in XI grade students of SLB B YRTRW Surakarta implemented?)

1. Bahasa isyarat apa yang digunakan di Sekolah ini?
2. Darimana guru dan murid belajar Bahasa isyarat tersebut?
3. Apakah ada mata pelajaran Bahasa Isyarat di Sekolah ini?
4. Sebelum kegiatan pembelajaran, hal apa sajakah yang perlu diperhatikan?
5. Apakah acuan yang digunakan dalam menyusun RPP?
6. Apakah tujuan dan indikator pembelajaran selalu disampaikan di awal pembelajaran?
7. Metode apa saja yang biasa digunakan dalam pembelajaran?
8. Bersumber darimanakah materi pelajaran didapatkan?
9. Apakah materi pembelajaran di buat sendiri?
10. Buku acuan apa yang digunakan dalam pembelajaran?
11. Alasan apa yang melandasi pemilihan buku tersebut?
12. Media apa saja yang digunakan dalam pembelajaran?

13. Bagaimana hubungan guru dengan murid?
14. Apakah guru selalu memberikan kesempatan bertanya pada murid?
15. Peran apa sajakah yang sudah dilakukan oleh guru dalam proses belajar-mengajar?
16. Peran apa sajakah yang sudah dilakukan oleh murid dalam proses belajar-mengajar?
17. Proses evaluasi yang dilakukan seperti apa?
18. Apakah ada penilaian tersendiri untuk empat skill dasar Bahasa Inggris?
19. Apakah indikator untuk mengetahui kemampuan *listening* murid?
20. Apakah indikator untuk mengetahui kemampuan *speaing* murid?
21. Apakah indikator untuk mengetahui kemampuan *readiing* murid?
22. Apakah indikator untuk mengetahui kemampuan *writting* murid?
23. Berdasar apakah indikator yang digunakan guru?
24. Bagaimanakah pembagian proporsi pengajaran empat skill dasar tersebut dalam kelas?
25. Bagaimanakah cara mengetahui tercapainya tujuan pembelajaran?
26. Berapakah KKM pelajaran Bahasa Inggris yang ditetapkan Sekolah?
27. Bagaimana cara sekolah menentukan KKM tersebut?
28. Apakah ada upaya peningkatan pengajaran Bahasa Inggris oleh guru, contoh seperti MGMP untuk guru Bahasa Inggris SLB?

(Menurut Rincian Masalah: 2. What are the problems faced by the teacher and students in the process of teaching and learning English in SLB B YRTRW?)

29. Masalah atau kendala apa sajakah yang dihadapi atau ditemui oleh guru dalam mengajar Bahasa Inggris kepada anak tuna rungu?
30. Bagaimanakah atau langkah apa saja yang dilakukan guru dalam mengatasi permasalahan-permasalahan tersebut?
31. Berapa jumlah anak di sekolah ini yang menggunakan alat bantu dengar?
32. Sejak kapanakah murid menggunakan alat bantu dengar?

33. Seberapa berpengaruhkah penggunaan alat bantu dengar terhadap kemampuan mendengar dan bicara murid?
34. Apakah alat bantu dengar tersebut mudah diakses, baik secara biaya maupun pengoperasian?
35. Bagaimanakah pemahaman Bahasa Inggris anak tuna rungu di sini?
36. Bagaimanakah cara yang digunakan dalam mengarahkan dan membantu *pronunciation* murid?
37. Berapakah jumlah jam mengajar guru dalam satu minggu?
38. Berapakah jumlah guru Bahasa Inggris yang ada di sekolah ini?
39. Apakah jumlah guru di rasa sudah cukup?
40. Apakah guru yang mengajar Bahasa Inggris memiliki latar belakang yang khusus dalam mengajar Bahasa Inggris?
41. Berapa alokasi jam pelajaran Bahasa Inggris dalam satu minggu?
42. Apakah lama jam pelajaran Bahasa Inggris di rasa cukup untuk mengajarkan Bahasa Inggris pada murid?

(Menurut Rincian Masalah: 3.How is the proficiency of SLB B YRTRW students in English?)

43. Bagaimanakah tingkat penguasaan kosakata Bahasa Inggris anak tuna rungu di sini?
44. Bagaimanakah cara yang digunakan untuk meningkatkan kosakata Bahasa Inggris murid?
45. Apakah Bahasa Inggris sudah digunakan dalam kegiatan sehari-hari?

E. Hal yang dibutuhkan untuk mendapatkan informasi dari Murid adalah dengan melakukan wawancara dengan pertanyaan sebagai berikut:

(Menurut Rincian Masalah: 1. How is the process of teaching and learning English in XI grade students of SLB B YRTRW Surakarta implemented?)

1. Darimanakah murid belajar Bahasa Isyarat?
2. Apakah murid menyukai pelajaran Bahasa Inggris? Apakah alasannya?
3. Apakah murid menyukai pelajaran Bahasa Inggris yang diberikan oleh guru?
4. Apakah pelajaran Bahasa Inggris yang disampaikan guru bisa dipahami?
5. Seberapa banyak murid memahami pelajaran Bahasa Inggris?
6. Apakah guru selalu menyampaikan tujuan pembelajaran setiap pelajaran dimulai?
7. Apakah guru mengajar dengan metode yang bervariasi?
8. Selain dari buku, apakah guru juga menggunakan materi dari sumber yang lain?
9. Apakah guru juga menggunakan alat dengan teknologi modern dalam mengajar Bahasa Inggris?
10. Apa murid ingin diajar dengan metode dan media yang bervariasi? Kenapa?

(Menurut Rincian Masalah: 2. What are the problems faced by the teacher and students in the process of teaching and learning English in SLB B YRTRW?)

11. Apa sajakah kesulitan yang dihadapi murid dalam memahami Bahasa Inggris?
12. Apakah murid menggunakan alat bantu dengar?
13. Sejak kapan murid menggunakan alat bantu dengar?
14. Bagaimanakah pengaruh dari menggunakan alat bantu dengar?
15. Apakah lama pelajaran Bahasa Inggris dirasa cukup? Kenapa?

TRANSCRIPT OF INTERVIEW WITH THE TEACHER 1

Catatan lapangan nomor : 01
 Waktu pengamatan : Selasa, 24 September 2013
 Tempat pengamatan : Kelas XI SLB/B YRTRW SKA
 Interviewer : Aditya Pratama (AP)
 Interviewee : Ibu Sri Sumarsih (SS)

Wawancara dilakukan pada hari Selasa 24 September pada pukul 09.00. Ini adalah jam istirahat dan peneliti (AP) menemui guru (SS) di ruang kelas yang tadi diajarnya, tapi kini pada fase istirahat. Pada saat memasuki kelas, peneliti melihat guru dan para murid kelas sebelas yang masih di dalam kelas mencatat pelajaran yang tertulis di *whiteboard*. Peneliti pun segera menyapa guru.

AP : “Selamat siang bu.”

SS (1) : “Selamat siang. Ada perlu apa?”

AP : “Begini bu, saya mau segera memulai penelitian disini, kira-kira ibu bisanya kapan *nggih*?”

SS (2) : “Oh, minggu inipun bisa. Pelajaran Bahasa Inggris kelas sebelas itu hari Kamis jam setengah duabelas.”

AP : “Oh *nggih*, kalau begitu Kamis ini bisa *nggih*?”

SS (3) : “Ya.”

AP : “Oh ya bu, saya mau tanya-tanya sedikit boleh?”

SS (4) : “O boleh, mau tanya apa?”

AP : “Di sini kalau murid baru masuk itu apa selalu dilakukan tes pendengaran terlebih dahulu?”

SS (5) : “Masuk sekolah?”

AP : “Ya.”

SS (6) : “Kalau dari awal, dari kecil iya, tapi kalau sudah besar mungkin kan dia sudah dari sekolah lain, berarti cukup catatan dari sekolah lain atau mungkin ada surat pengantar lain. Kalau yang masih kecil itu sudah ada keterangan dari dokter THT, itu biasanya kita percaya saja dengan surat keterangan dari dokter. Tapi sekolahan juga punya alat pendengaran, ee.. apa, tes, alat, audiometernya ada.”

AP : “Kelasnya dikelompokkan menurut tingkat kesulitan pendengarannya *mbothen*?”

SS (7) : “Tidak, umum. Cuma biasanya pengelolaan kelasnya yang benar berdasarkan sisa pendengarannya yang ada. Jadi misalnya si A itu sisa pendengarannya yang masih banyak di sebelah kiri, berarti posisi anak si A ini di sebelah kanan, supaya telinganya yang kiri kan lebih dekat dengan guru dan sebaliknya. Jadi biasanya hanya pengelolaan di dalam kelas”

AP : “Di sini banyak yang pakai alat bantu dengar?”

SS (8) : “He-e, banyak, anak-anak terutama yang kecil.”

AP : “Kalau di kelas ini?”

SS (9) : “Nggak ada.”

(menunjuk siswa Deni sambil menggunakan Bahasa isyarat)

“*Kowe* pakai ini? Tidak ya? Lala, *we* pake?”

LL (1) : “Di lepas.”

SS (10) : “Sebab apa di lepas?”

LL (2) : “Pusing.”

AP : “Pusing?”

SS (11) : “Dikecilkan nho. Tidak jelas?”

AP : “Tetap tidak jelas nggih? Ada nama-ne *mbothen* sih nama khusus alate itu?”

SS (12) : “Oh, ABM, Alat Bantu Mendengar.”

AP : “Itu hargane kira-kira berapa?”

SS (13) : “Who, macem-macem. Kalau yang biasa ada talinya, *sing nglewer ngunu kae lho*, namanya *apa*, *pocket ngunu*, *poko ke kelinganku gur pocket*, sing di saku itu ya sekitar satu juta, satu juta seperempat. Terus ada yang *dicenthelke* di telinga, ada yang cuma dimasukkan saja. Terus ada juga yang seperti apa istilahnya, implan? Ditanam di dalam syaraf.”

AP : “Mahal *nggih* kalo kayak gitu?”

SS (14) : “Oh mahal, itu sekitar *piro*, 30 atau 40.”

AP : “Wah mahal sekali.”

SS (15) : “Oh iya. Saya sebenarnya punya rekamannya itu, *copy*-annya itu waktu saya pelatihan-pelatihan, sebenarnya kan ada, *cuma aku ra nggawa*. ”

AP : “Lalu kurikulum yang di sini itu sama dengan sekolah biasa *napa mbothen?*”

SS (16) : “Kurikulumnya lain, kita pakai kurikulum SLB.”

AP : “Oh, kurikulum SLB.”

SS (17) : “He-e, iya.”

AP : “Mengajarnya kan juga pakai Bahasa isyarat *nggih?* Itu dari mana belajarnya? Dari kuliah dulu itu?

SS (18) : “Waktu saya kuliah dulu kayaknya nggak dapat’i. “

AP : “Terus ibu itu bisanya, darimana belajarnya?”

SS (19) : “Itu kan, kalau Bahasa Isyarat itu ada namanya kamusnya, kamus SIBI, SIBI itu Sistem Isyarat Bahasa Indonesia. Sebelum saya bisa SIBI itu, awalnya itu saya disuruh menjadi juri. SIBI itu kan dilombakan sampai ke tingkat nasional. Jadi PORSENI anak-anak SLB itu salah satu mata lombanya untuk anak tuna rungu itu SIBI. Nha waktu itu saya disuruh jadi juri tingkat kota. Mau tidak mau kan saya belajar. Jadi saya belajar autodidak, melalui dengan kamus itu kemudian saya mengajari ke anak-anak.”

AP : “Kalau di sini diajarkan bahasa isyarat *mbothen*?”

SS (20) : “Kalau di sini mata pelajaran SIBI itu tidak ada ya, biasanya anak sudah tahu bahasa isyarat dari rumah dan akan berkembang di sekolah nanti dengan sendirinya.

AP : “Oh begitu. Ya sudah bu, kalau begitu sudah dulu, itu saja bu. Besok Kamis jam setengah duabelas nggih?”

SS (21) : “Ya, tak tunggu.”

AP : “Terima kasih bu, permisi.”

FIELD NOTE OF OBSERVATION 1

Catatan lapangan nomor : 02

Waktu pengamatan : Kamis, 26 September 2013

Tempat pengamatan : Kelas XI SLB/B YRTRW SKA

Obyek pengamatan : Kegiatan belajar-mengajar Bahasa Inggris oleh Ibu Sri Sumarsih (SS)

Pengamat : Aditya Pratama (AP)

11.30-11.36

(01) Jam 11.30 Guru (SS) dan peneliti (AP) memasuki ruang kelas XI. Murid-muridpun lalu juga masuk ke dalam kelas. Di sekolah ini tidak menggunakan bel elektrik, karena penggunaan bel elektrik dirasa tidak akan efektif mengingat murid-muridnya yang mengalami gangguan pendengaran. Guru lalu memulai pelajaran dengan menyapa “*Good afternoon.*” Muridpun membalas “*Good afternoon Bu.Asih.*” Guru lalu memeriksa kehadiran siswa “Semua masuk ya?” Muridpun menjawab “Iya.” Guru kemudian mengeluarkan *handphone*-nya dan berkata “Siapa tahu apa ini?” Murid menjawab “*Handphone.*” Guru lalu merespon “Iya, *handphone* atau biasa disingkat menjadi HP. Semua punya?” Muridpun menjawab bahwa mereka semua mempunyai *handphone*. Guru lalu bertanya lagi “Apa fungsinya? Apa kegunaanya? Buat apa?” Siswi Lala menjawab “*SMS.*” Dan siswi Yoma menjawab “*Telfon.*” Guru merespon “Iya betul, apa lagi?” Siswa Deni menjawab “*Foto.*” Guru lalu berkata “Iya, kalau HP yang bagus, ada kameranya, bisa untuk foto.”

11.36-11.43

(02) Guru lalu mengemukakan topik yang akan dibahas pada pertemuan kali ini “Hari ini kita akan belajar mengenai kegunaan *handphone*, terutama cara membuat dan mengirim SMS. Bu Asih tahu kalian semua sudah bisa membuat dan mengirim SMS, tapi kali ini kita akan belajar membuat SMS dengan mengikuti petunjuk dalam Bahasa Inggris.” Guru lalu meminta murid untuk membuka buku paket mereka yang merupakan fotokopian. “Buka bukunya, *page thirty*, halaman 30! Lihat di atas, di situ ada gambar, terus *number one, what are there in the pictures?*” Murid menjawab “*Handphone.*” Guru merespon “*Yes, do you have a handphone?*” Murid menjawab “*Yes.*” Guru lalu menambahkan

“Pertanyaanya kan pakai *have* tha, jadi jawabannya juga pakai *have*, jadi ‘*Yes, I have*’.” Muridpun lalu mengikuti perkataan Guru. Guru kemudian melanjutkan pertanyaan “*What is a Handphone for?*” Siswi Lala menjawab “SMS.” Dan siswa Deni menjawab “Telfon.” Guru lalu merespon “Bahasa Inggrisnya apa?” *Make.. a..call. To make a call.*” Guru melanjutkan lagi “*Can you make a call from the handphone?*” Muridpun menjawab “*Yes.*” Guru merespon “*Yes we can.*” Terus “*Can you write and send an sms from the handphone?*” Murid lalu menjawab “*Yes we can.*” Dan guru berkata “Iya betul.”

11.43-12.05

(03) Guru kemudian menuju latihan berikutnya “Lihat bawahnya, *Listen and repeat!* Bu Asih nanti membaca, kalian dengar dulu, perhatikan, kemudian baru ditirukan, paham?” Muridpun menjawab bahwa mereka paham dan guru mulai membaca sambil menekankan pada bagian *vowel* ditambah dengan bahasa isyarat agar murid bisa membaca dengan *pronunciation* yang benar walaupun tentu saja tidak akan sama dengan pengucapan anak normal. Murid lalu mengikuti dan guru melanjutkan ke kalimat kedua dan ketiga. Jika murid salah mengucapkan, guru akan terus mengulangnya sampai anak itu mengucapkan dengan betul. Setelah itu, guru meminta anak membaca dan mengerjakan “Sekarang lihat bawahnya ‘*Read the text carefully!*’. Kalian baca dulu sendiri-sendiri, kemudian di *translate* atau diterjemahkan ke Bahasa Indonesia di buku tulis kalian. Nomer satu sampai delapan.” Kemudian siswi Lala bertanya “Boleh buka kamus?” Gurupun merespon “Boleh, boleh buka kamus, sekarang dikerjakan dulu.”

12.05-12.26

(04) Setelah sekitar hampir 15 menit, guru lalu bertanya “Sudah selesai?” Murid lalu menjawab bahwa mereka belum selesai. Guru kemudian berkata “Ya sudah tidak apa-apa, kita Bahasa bersama saja, *number one, Push the ‘menu’ button and you will see many services.* Bahasa Indonesianya apa?” Murid lalu menjawab “Tekan menu dan kau akan..” Guru lalu membenarkan “Tekan tombol menu dan kau akan melihat..apa? *Many* apa Bahasa Indonesianya?” Siswa Deni menjawab “Banyak.” Guru merespon “Iya, banyak. Banyak apa?” Siswa Deni menjawab lagi “Servis.” Guru merespon “Lho? *Services* apa artinya? Layanan, jadi ‘Tekan tombol menu dan kau akan melihat banyak layanan.’ Guru lalu memerintahkan murid untuk maju menuliskan jawaban di *whiteboard*. “Sekarang maju ke depan, ditulis! Yoma nomor dua, Deni nomor tiga.” Siswi Yoma dan Siswa Deni lalu maju ke depan dan menuliskan jawabannya di *whiteboard*. Siswi Yoma selesai mengerjakan terlebih dahulu lalu guru memeriksa jawabannya “Semua lihat, *choose the ‘massages’ then push the ‘select’ or ‘OK’*, pilih ‘pesan’

kemudian tekan ‘*select*’ atau ‘OK’. Benar atau tidak jawaban Yoma?” Muridpun menjawab bahwa jawaban Yoma ada yang kurang. Guru lalu berkata “Apa yang kurang? *Select*, artinya apa? Pilih. Jadi jawabannya ‘pilih ‘pesan’ kemudian tekan ‘pilih’ atau ‘OK’. Terus Lala maju nomer empat!” Siswi Lalapun maju dan mengerjakan. Setelah siswa Deni dan siswa Lala selesai mengerjakan, guru memeriksa jawaban mereka bersama-sama murid yang lain. Jawaban mereka berduapun benar.”

12.26-12.28

(05) Guru kemudian berkata “Nah untuk yang nomer lima sampai delapan dikerjakan di rumah. Tadi kan belum selesai tha? Lha itu dilanjutkan, dikerjakan di rumah. Jangan sampai lupa ya. Nah kalau begitu hari ini sudah, boleh pulang.” Guru lalu meninggalkan kelas dan muridpun mengucapkan selamat siang kepada guru.

Komentar pengamat:

(06) Ini hari pertama peneliti masuk ke kelas dan melihat proses belajar-mengajar Bahasa Inggris pada anak tunarungu berlangsung. Guru dan murid datang tepat waktu. Peneliti kali ini belum menggunakan kamera untuk merekam melainkan hanya mengamati dan membuat catatan saja. Hal ini dimaksudkan agar para murid dan guru terbiasa terlebih dahulu dengan keberadaan peneliti di dalam kelas sebelum mulai mengambil gambar/video. Guru memulai pelajaran dengan menyapa dan memeriksa kehadiran siswa. Lalu memulai apersepsi dengan menunjukkan *handphone*, barang yang memang dekat dengan kehidupan murid sehingga murid dapat terpancing. Guru memberikan beberapa latihan seperti menjawab soal, latihan membaca dan pengucapan atau *pronunciation* juga menerjemahkan. Setiap membahas jawaban murid, guru selalu mengajak murid yang lain untuk melihatnya dan membahasnya bersama-sama. Selain itu guru juga terus melatih murid membaca berulang-ulang sampai bacaan murid benar. Sejauh ini yang dapat ditangkap peneliti adalah kurangnya kemampuan *pronunciation* para murid. Hal itu dapat dimaklumi karena murid memang mengalami gangguan mendengar dan bicara, tapi guru terus mencoba untuk mengoptimalkan kekurangan itu dengan memberitahu dan melatih mereka cara membaca dengan benar. Sementara itu, murid terlihat kadang melirik peneliti, itu menunjukkan bahwa mereka belum terbiasa dengan kehadiran peneliti. Tapi dengan semakin seringnya peneliti masuk ke dalam kelas diharapkan bahwa mereka akan segera terbiasa dengan kehadiran peneliti.

FIELD NOTE OF OBSERVATION 2

Catatan lapangan nomor : 03

Waktu pengamatan : Kamis, 3 Oktober 2013

Tempat pengamatan : Kelas XI SLB/B YRTRW SKA

Obyek pengamatan : Kegiatan belajar-mengajar Bahasa Inggris oleh Ibu Sri Sumarsih (SS)

Pengamat : Aditya Pratama (AP)

11.30-11.33

(01) Jam 11.30 guru (SS) dan peneliti (AP) masuk ke dalam kelas, setelah menempatkan diri, guru lalu menyapa para murid “Selamat siang, good afternoon.” Muridpun menjawab “Good afternoon.” Guru lalu memeriksa kehadiran siswa “Semua masuk ya?” Murid pun menjawab bahwa semua masuk, guru lalu mengingatkan murid pelajaran sebelumnya. “Masih ingat kita kemarin belajar apa?” Siswa Deni menjawab “SMS.” Gurupun merespon “Iya betul, kita belajar cara mengirim SMS dengan petunjuk Bahasa Inggris. PR-nya sudah dikerjakan?” Muridpun menjawab “Sudah.”

11.33-11.47

(02) Guru lalu menuju meja murid dan memeriksa Pekerjaan Rumah mereka, setelah itu guru berkata “Bagus, semua mengerjakan dengan rajin. Sekarang kita bahas ya. Kemarin kan sudah sampai nomer empat, sekarang nomer lima, Lala tulis ke depan, Deni nomer enam.” Siswi Lala dan Siswa Denipun maju dan menuliskan jawaban mereka di *whiteboard*. Setelah itu guru meminta siswi Yoma untuk maju mengerjakan soal nomer tujuh. Setelah semua selesai menulis, guru membahasnya bersama-sama “*Number five. After writing the message, push the ‘Options’ and choose the ‘send’ button.*” Jawaban siswi Lala ‘Setelah menulis pesan, tekan “pilihan” dan pilih “kirim” tombol’. Guru lalu berkata “Betul tidak ini? Hampir betul, tapi bukan ‘kirim tombol’, yang benar apa? Dibalik ntu.” Murid lalu menjawab “Tombol ‘kirim’.” Guru lalu merespon “Ya, tombol kirim. Sekarang *number six. Then you will see ‘search’ to choose the number where you want to send the message. Push the ‘search’ button and don’t forget to check that the number is right.*” Jawaban siswa Deni ‘Kemudian kamu akan melihat “cari” untuk memilih nomer dimana kamu ingin mengirim pesan. Tekan tombol ‘cari’

dan jangan lupa untuk memeriksa nomer benar'. Guru lalu berkata "Kalimat Pertama sudah benar, yang kalimat kedua itu 'Tekan tombol 'cari' dan jangan lupa untuk memeriksa bahwa nomer itu benar.' Kalau saat diartikan ke Bahasa Indonesia kalimat menjadi aneh atau terasa kurang, kita harus bisa menyesuaikannya sendiri ya. Terus *number seven. After you have the right number, push the 'select' or 'OK' button and wait for a minure until it is delivered.*" Ternyata siswi Yoma mengartikan 'wait for a minute' menjadi 'tunggu untuk satu menit'. Guru lalu membenarkan "*Wait for a minute* itu jadi satu, artinya 'tunggu sebentar'. Bukan diartikan satu-satu ya, diingat itu." Guru melanjutkan lagi "Nomer delapan sama-sama saja. *After your SMS is delivered, you can back to main menu*, Setelah SMS terkirim, kamu bisa kembali ke apa? Menu utama."

11.47-12.10

(03) Setelah selesai membahas Pekerjaan Rumah, guru melanjutkan ke kegiatan berikutnya "Nah selanjutnya, bawahnya, lihat *Task One*, Itu dikerjakan dulu nomer satu sampai lima ya." Muridpun lalu mengerjakan soal dibuku tulis. Setelah sekitar 10 menit guru bertanya "Sudah selesai?" Muridpun menjawab bahwa mereka sudah selesai mengerjakan. Guru lalu berkata "Kalau begitu mari kita bahas sama-sama." Dari soal nomer satu sampai lima, murid terlihat tidak mengalami kesulitan untuk menjawabnya karena menurut peneliti pertanyaan relative mudah dan semua jawaban bisa ditemukan di dalam teks.

12.10-12.24

(04) Guru kemudian melanjutkan pelajaran "Nah, sekarang sesudah kalian membaca, memahami dan mengerjakan soal-soal dari bacaan tersebut, kalian tahu tidak jenis dari teks itu?" Murid hanya terlihat diam dan saling melihat temannya, guru lalu berkata "Tidak ada yang tahu? Jenis teksnya yaitu '*procedure*'. Itu dibawahnya ada nhu kok, berarti tidak membaca, kalau membaca pasti tahu." Muridpun hanya terlihat tersenyum. Guru lalu menulis di *whiteboard* '*Procedure Text*'. Tujuannya apa *procedure*? Itu dari bacaan tadi kira-kira tujuannya apa?" Siswi Yoma menjawab "Memberitahu." Guru merespon "Memberitahu apa?" Siswa Deni lalu menjawab "Langkah-langkah." Guru lalu merespon "Ya bisa, memberitahukan atau menunjukkan langkah-langkah, bisa seperti bacaan tadi memberitahukan langkah-langkah mengirim SMS, atau kalau ibu di rumah punya buku resep, itu juga bisa, menunjukkan langkah-langkah apa?" Siswa Deni menjawab "Masak." Guru lalu merespon "Iya, memasak. Sekarang dilihat itu bukunya, yang nomer dua, *the generic structure. Generic structure*-nya apa saja?" Murid lalu menyebutkan *generic structure* yang tertera di buku. Guru lalu menambahkan "Ya, yang Pertama itu *title*, atau judul, kemudian *material* atau

alat-alat atau bisa juga bahan-bahan, kemudian *steps*, apa? Langkah-langkah, ya, langkah-langkahnya. Kemudian yang nomer tiga, *significant grammatical features*. Kita baca dulu bersama-sama. Guru lalu mengajak murid membaca bersama-sama sambil membenarkan pengucapan mereka. Guru lalu menerangkan sambil menulis di *whiteboard* “Jadi *procedure text* itu berfokus kepada kegiatan dan alat-alat manusia, menggunakan *simple present tense*, menggunakan kalimat perintah atau *imperative* dan biasanya menggunakan nomer.”

12.24-12.31

(05) Guru lalu meminta murid untuk mencatat pelajaran tentang *procedure text* tadi ke dalam buku catatan mereka. Setelah beberapa menit, guru lalu bertanya “Sudah selesai?” Muridpun menjawab “Sudah.” Guru lalu berkata “Ada yang sulit? Mau Tanya?” Muridpun menjawab “Tidak.” Guru kemudian mengulas pelajaran secara singkat “Nah, kita tadi belajar apa?” Murid menjawab “*Procedure Text*.” Guru lalu merespon “Iya benar, itu diingat ya, dipelajari. Jangan lupa minggu depan ada ulangan mid semester, jangan lupa pelajaran yang selama ini itu dipelajari semua jadi besok kalau tes bisa mengerjakan.” Setelah itu guru menutup pelajaran “Hari ini sudah dulu, nanti berdoa sendiri-sendiri, terus boleh pulang, Selamat siang.” Guru lalu meninggalkan kelas sementara murid juga mengucapkan ‘selamat siang’ kepada guru.

Komentar Peneliti:

(06) Pada pertemuan kali ini guru dan muridpun datang tepat waktu. Guru mengulas pelajaran sebelumnya juga memeriksa Pekerjaan Rumah murid. Guru juga membahas Pekerjaan Rumah bersama-sama murid. Setelah mengerjakan lebih banyak mengenai bacaan atau teks, guru lalu menunjukkan dan mengaitkan bahwa teks yang sudah dipelajari mereka adalah *Procedure Text*. Guru juga menerangkan mengenai tujuan, *generic structure*, dan *grammatical features* dari *procedure text* walaupun hanya secara singkat. Guru juga memberikan kesempatan bertanya pada murid, tapi murid menjawab bahwa mereka tidak mengalami kesulitan, Dari pertemuan kali ini, peneliti bisa melihat bahwa dalam menerjemahkan kalimat Bahasa Inggris ke dalam Bahasa Indonesia, murid masih cenderung mengartikan satu kata demi kata tanpa menyusun ulang atau memeriksa bahwa kalimat yang sudah mereka terjemahkan itu sudah benar atau belum. Pada pertemuan ini peneliti masih belum menggunakan kamera tapi murid sudah tidak melirik peneliti lagi seperti yang terjadi pada pertemuan pertama.

TRANSCRIPT OF INTERVIEW WITH THE TEACHER 2

Catatan lapangan nomor : 04

Waktu pengamatan : Kamis, 17 Oktober 2013

Tempat pengamatan : Kelas XI SLB/B YRTRW SKA

Interviewer : Aditya Pratama (AP)

Interviewee : Ibu Sri Sumarsih (SS)

Penelitian dilakukan pada hari kamis tanggal 17 Oktober 2013 pada pukul 11.00. Peneliti (AP) sudah ada janji dengan guru (SS) untuk melakukan penelitian pada pukul 11.30 nanti, tapi peneliti sengaja datang lebih awal dan selagi menunggu jam pelajaran, peneliti mengajukan beberapa pertanyaan pada guru.

AP : “Saya mau tanya-tanya lagi boleh bu?”

SS (0) : “Ya, silakan.”

AP : “Kalau mau mengajar, ada aspek apa saja yang harus diperhatikan?”

SS (1) : “Untuk guru?”

AP : “Ya, buat ngajar anak-anaknya juga, apa yang harus diperhatikan?”

SS (2) : “Pertama, guru harus menguasai kelas, pengelolaan kelas. Kemudian karakter anak. Ketiga keadaan psikis atau emosi anak. Maksudnya kadang ada anak yang membawa permasalahan dari rumah. Terutama ini kalau anak kecil ya, misalnya sudah rewel dari rumah, lha ini si guru harus tahu. Tapi biasanya untuk anak-anak besar ini tidak begitu tampak, tapi guru tetap harus memahami karakter anak. Kemudian suasana di kelas, maksudnya keadaan kebersihan, bagaimana tentang yang kaitannya dengan kedisiplinan anak, masalah masuk, kerapian anak, itu guru juga harus memperhatikan supaya ketika ada anak yang kurang rapi, kurang disiplin dan seterusnya bias segera ditegur. Dan yang tidak kalah pentingnya, si guru harus menguasai materi.”

AP : “Kalau tujuan pembelajaran *niku* selalu diberikan di awal pelajaran *mbothen*?”

SS (3) : “Iya, pasti itu harus disampaikan. Tujuannya anak apa? Kok diberi materi ini? Di awal kan pasti saya beri tahu.”

AP : “Metode pengajaran ada apa saja yang digunakan?”

SS (4) : “Yang jelas ada ceramah, demonstrasi, pemberian tugas, kalau perlu sosio drama, untuk materi-materi tertentu kalau anak sulit menangkap bisa diperagakan. Terus *peer teaching* itu untuk anak yang sulit menerima penjelasan dari guru, guru bisa memerintahkan anak lain untuk memberikan penjelasan. Jadi misalnya saya menjelaskan ke Lala, Lala nggak paham to, tapi Deni sudah paham, terus aku bilang, Deni coba diberi penjelasan ke Lala.”

AP : “Ada *group works* juga *mbothen*?”

SS (5) : “Eee.. Tidak, Ehehehe. Gak ada. Karena kan ada kelas yang muridnya sedikit jadi nggak mungkin.”

AP : “Buat materinya ngajar itu dari buku *niku nggih*?”

SS (6) : “Iya, dari buku ini.”

AP : “Ada dari sumber lain *mbothen*?”

SS (7) : “Eee.. Saya jarang mengambil, tetapi hanya sekilas saja, kalau misalnya sama ya sudah. Karena kalau memakai buku dari umum itu terlalu sulit. Ini saja masih saya pilih-pilih, seperti dulu saya pernah sampaikan kalau materi *past* itu sulit. Yang *past tense*. Itu kan karena dia harus membedakan ini kata kerja *verb 1*, *verb 2*. Lha materi yang akan datang ini *present continues*. Ada anak yang bisa, ada anak yang tidak bisa. Jadi untuk anak yang kelas 3, yang sudah lulus itu saya coba *past tense* bisa, tapi *past tense* yang hanya kemarin. Kan ada, *past tense* kan macem-macem gitu ya, yang sudah, sedang, gitu kan ada, lha seperti itu.”

AP : “Yang bisa itu paling *simple present tense nggih*?”

SS (8) : “*Ndha kui*. Jadi kembali tergantung kepada anak, yang penting pengajaran Bahasa Inggris bagi mereka, sekilas saja tahu tentang Bahasa Inggris. Misalnya ada apa-apa di luar itu mereka bisa tahu.”

AP : “Tentang dasarnya ya?”

SS (9) : “Betul, termasuk juga misalnya mereka melihat film, mereka tahu judulnya apa. Terus ada juga *sign public tha*? Tanda-tanda umum, itu

mereka ya ngerti. Misalnya mereka wisata di tempat-tempat yang umum kan ada tanda-tanda, rambu-rambu yang berbahasa Inggris. Paling tidak mereka tahu.”

AP : “Alasan memilih buku itu kenapa?”

SS (10) : “Karena ini memang dibuat, dikarang oleh guru-guru SLB dengan kurikulum SLB. Tentunya dengan berbagai pembaharuan disana-sini, ya artinya disesuaikan. Ini guru SLB yang membuat, termasuk saya juga membuat dulu, tapi saya waktu itu mengajar IPS jadi..”

AP : “Bikin yang IPS?”

SS (11) : “*Ho-o.*”

AP : “Selain pakai *whiteboard niki*, pakai media lain *mbothen?*”

SS (12) : “Saya terus terang jarang memakai media yang lain. Sebetulnya ada media lain yang lebih membantu, sangat baik itu, audio visual, jadi pakai LCD, Cuma kendalanya saya itu gaptek, eheheheh. Jadi saya untuk *ngothak-ngathik* itu ya, paling saya cuma bawa *netbook* ya, terus di situ ada apa gitu misalnya gambar-gambar atau apa yang perlu penjelasan. Terus terang kalau alat peraga saya minim, karena terus terang saya kurang kreatif, dan saya juga kurang mampu untuk menguasai IPTEK. Jadi itu kendala saya. Sebetulnya untuk Bahasa Inggris ini sangat baik kalau ada.”

AP : “Kalau memakai LCD *niku* disini..”

SS (13) : “Bisa-bisa, setiap kelas sudah ada colokannya, dan LCD sudah punya. Cuma SDM-nya, jadi saya-nya yang kurang bisa memanfaatkan. Nha itu, di antara banyak kekurangan saya, nha itu termasuk eheheheh.”

AP : “Peran siswa *niku* sudah semua *nggih? Active participant, actor of problem solving* sama *information explorer?*”

SS (14) : “Ya. Sudah”

AP : “Kalau peran guru apa saja?”

SS (15) : “Eem.. maksudnya? Guru sebagai apa? Maksudnya mengajar, sudah, Saya memberikan..”

AP : “*Motivator, mediator*”

SS (16) : “Aa, saya sudah memberikan informasi ya. Motivator kan saya sudah memberikan semangat misalnya salah tidak apa-apa yang penting coba dulu. Yang seperti itu kan memberikan semangat. Memberikan *reward* kalau mereka benar. *Punishment* kalau mereka melakukan kesalahan. Tapi kesalahan itu kalau berupa kesalahan yang mengenai etika, kedisiplinan dan seterusnya. Tapi kalau kesalahan mereka mengerjakan, saya tidak pernah menghukum. Artinya itu biasa, supaya mereka tidak pernah kapok. Karena kalau mereka mengerjakan salah, terus kita marahi, lha mereka kapok. Karena memang kenyataannya Bahasa Inggris kan sulit. Tapi kalau misal mereka terlambat, lha itu kan kesalahan yang di luar materi ya, itu yang saya beri peringatan itu. Tapi kalau salah, mengerjakan PR salah, misal 10 hanya benar satu nggak masalah buat saya.”

AP : “Evaluasi pelajarannya di sini bagaimana bu?”

SS (17) : “Evaluasi, itu ada evaluasi per semester ya, kemudian evaluasi mid-semester, dulu istilahnya sub-sumatif, kalau sekarang namanya UTS, wuh istilahnya itu macem-macam’og. Terus ulangan harian, kalau saya biasannya setelah dua atau tiga materi selesai baru ulangan”.

AP : “Kalau yang empat skill niku ada penilaian tersendiri *mbothen?*”

SS (18) : “Eee, secara detail untuk masing-masing misalnya *listening*, *writing* itu tha? Tidak. Jadi terangkum dalam kemampuan mereka secara keseluruhan. Dari sini kan saya sebenarnya bisa melihat tha, misalnya yang bisa membaca benar, dengan baik, terus tulisannya, maksudnya menulisnya yang benar. Kalau mereka sering membuat kesalahan berarti dalam hal *writing*-nya kan mereka kurang bagus. Seperti tadi, *O-ne ditulis loro* tadi lho. Lha seperti itu, sekilas saya kan sudah tahu, karena ini kan hanya beberapa anak. Beda kalau di umum kan 40-an anak, guru ya kurang mampu ya untuk empat kemampuan itu untuk dinilai satu-satu. Lha kalau di umum kan ada Lab. bahasanya, jadi bisa di nilai khusus kalau menilai *listening* bagaimana, misal di dikte atau apa..”

AP : “Pernah pengambilan nilai buat *speaking* dan *listening?*”

SS (19) : “Belum. Kalau mau dicoba? Ahahaha. Besok kalau mau ada penelitian untuk S2 atau apa wah..oke..”

AP : “Hehe, di sini belum ada Lab. Bahasa?”

SS (20) : “Lab-nya, belum ada.”

AP : “Lalu untuk KKM-nya gimana?”

SS (21) : “KKM itu kan yang menentukan sekolah, jadi sebelum menentukan KKM itu diadakan rapat, kan ada indikator-indikator, antara lain kan materi, alat peraga, kemampuan guru, maksudnya yang terlibat dalam, apa? SDM? Jadi SDM guru itu bagaimana, trus sarana dan prasarana, lha itu semua di olah tha, nanti terus bisa ditemukan satu KKM. Jadi misalnya untuk IPA, materi IPA saya kurang fasih dalam pelajaran IPA, saya di suruh mengajar IPA, otomatis kan saya kurang menguasai materi, SDM-nya saja kurang, bagaimana bisa menghasilkan *output* yang baik? Lha makanya di ukur juga melalui macam-macam indikator tadi, termasuk dari anaknya sendiri, jadi ada beberapa indikator yang perlu diperhatikan, untuk sampai akhirnya bisa menemukan satu KKM.”

AP : “Kalau mengetahui tercapainya tujuan pembelajaran bagaimana caranya?”

SS (22) : “Ya bisa dengan tes, hasil tes, bisa juga dengan melihat kemampuan mereka tiap harinya, ketika ada latihan-latihan itu kan bisa diketahui bagaimana kemampuan mereka, bagaimana tujuan pembelajaran apakah sudah tercapai atau belum.”

AP : “Kalau Bahasa Inggrisnya sendiri sudah dipraktekkan setiap hari *mbothen?*”

SS (23) : “Oh, jarang, paling cuma awal saja ‘*How are you? Good morning*’ *Ngunu wae* kadang-kadang ada yang nggak bisa.”

AP : “Yang simpel-simpel saja *nggih?*”

SS (24) : “Simpel-simpel. Jadi misalnya salam untuk ketika bertemu, salam untuk berpisah, ee mengucapkan selamat, *congratulation*, seperti itu saja. Untuk percakapan yang sederhana pun sulit.”

AP : “Oh masih sulit ya bu. Baik, untuk sementara cukup segini dulu bu, terimakasih.”

SS (25) : “Ya sama-sama.”

FIELD NOTE OF OBSERVATION 3

Catatan lapangan nomor : 05

Waktu pengamatan : Kamis, 17 Oktober 2013

Tempat pengamatan : Kelas XI SLB/B YRTRW SKA

Obyek pengamatan : Kegiatan belajar-mengajar Bahasa Inggris oleh Ibu Sri Sumarsih (SS)

Pengamat : Aditya Pratama (AP)

11.30-11.34

(01) Jam 11.30 Guru (SS) dan peneliti (AP) memasuki ruang kelas XI. Guru memulai pelajaran dengan mengucapkan selamat siang dan menanyakan kabar dengan Bahasa Indonesia terlebih dahulu kemudian dengan Bahasa Inggris “*How are you?*”. Siswa kemudian menjawab salam dengan “*I’m fine.*” tapi huruf ‘f’ dalam kalimat tersebut terdengar seperti huruf ‘p’. Guru kemudian membetulkan *pronunciation* murid dengan mengucapkan *pronunciation* yang benar dan meminta murid untuk menirukannya, dan setelah itu murid bisa mengucapkan dengan *pronunciation* yang benar. Kemudian guru memulai apersepsi dengan bertanya “Kemarin Ibu Asih tidak masuk, pergi ke Jogja, disana ibu tidur di hotel, kalian pernah ke hotel? Hotel untuk apa?” Lalu murid menjawab bahwa mereka pernah menginap di hotel saat pergi ke Bali. Mereka juga menjawab berbagai fungsi hotel seperti untuk pelatihan, wisata dan istirahat. Guru kemudian membenarkan dan memberikan informasi lebih lanjut “Hotel adalah salah satu tempat umum. Nah sekarang coba kamu buka bukumu, *Public Places*”. Kemudian terlihat bahwa guru mengambil salah satu buku paket siswa yang duduk berdua, lalu guru menunjukkan gambar yang ada di buku tersebut “Ini adalah contoh gambar-gambar tempat umum, *public* itu umum, *places* itu tempat, jadi tempat umum.” Guru kemudian menulis ‘*Public Places*’ di whiteboard dan bertanya pada siswa “Yo, di ingat pelajaran yang dulu, kalau ada kata benda, belakangnya ditambah huruf S ato E-S, berarti jumlahnya satu atau banyak?” Kemudian siswa menjawab “banyak”, guru lalu merespon “Ya, pinter, *Public Places* berarti tempat-tempat umum.” Guru kemudian melanjutkan dengan menyebutkan tujuan dan manfaat dari pelajaran yang akan disampaikan, “Bu asih akan menjelaskan tempat-tempat umum, agar kalian tahu untuk apa, manfaat, membedakan dan dimana tempat-tempat umum itu.”

11.34-11.40

(02) Guru lalu menanyakan “Siapa tahu contoh tempat-tempat umum? Tadi bu Asih menyebut apa?” kemudian murid menjawab “hotel”. Guru kemudian melanjutkan dengan terus menanyakan contoh yang lain, dan siswapun menyebutkan berbagai contoh tempat umum seperti rumah sakit, sekolah, bandara, pasar, dll. Guru menulis contoh-contoh tersebut di *whiteboard* lalu menjelaskan, “Tempat-tempat ini bukan untuk sendiri, bukan seperti kamar tidur, tapi untuk umum.” Sambil menerangkan satu persatu kegunaan dari contoh-contoh tempat umum yang disebutkan, guru juga menyelingi dengan bercanda dan memberi motivasi seperti “Kantor pos juga bisa untuk mengambil uang, kalau nanti kalian jadi PNS, sudah tua lalu pensiun, bisa mengambil uang di situ, tidak usah kerja dapat uang ahaha. Makanya kalian harus belajar yang pintar agar dapat pekerjaan yang baik, kalau malas, malas, malas, tidak bisa.”

11.40-11.47

(03) Kemudian guru meminta tiap murid untuk maju bergiliran. Tiap murid diminta untuk menuliskan Bahasa Inggris dari contoh-contoh yang sudah ditulis di *whiteboard* tadi. Tiap murid menuliskan jawaban, guru mengecek dengan bertanya pada murid yang lain apakah jawabannya benar atau tidak, dan mengoreksinya bersama-sama murid. Semua murid bisa menjawab dengan benar. Guru juga melakukan *drilling pronunciation* dengan membacakan contoh-contoh tersebut yang kini sudah di terjemahkan ke Bahasa Inggris, lalu guru meminta siswa untuk mengikutinya membaca, guru juga membenarkan dan mengulang kata-kata tersebut jika murid masih salah dalam mengucapkannya.

11.47.11.50

(04) Setelah itu guru meminta murid untuk melihat contoh-contoh buku mereka dan bertanya tempat mana lagi yang tadi belum disebutkan. Muridpun menyebutkan tempat-tempat yang belum dibahas “*bus station, mosque, zoo.*” Guru melanjutkan dengan menyebutkan kalimat-kalimat yang berhubungan dengan tempat umum yang ada di buku seperti “*This is school, this is zoo.*” Guru juga meminta anak untuk menirukan ucapannya dan menerjemahkannya ke Bahasa Indonesia.

11.50-12.05

(05) Pelajaran dilanjutkan dengan guru meminta agar murid melihat latihan soal yang ada di buku lalu guru meminta murid untuk mengerjakan soal di *whiteboard* secara bergiliran. Guru lalu membahas pekerjaan murid dengan menerjemahkan soal-soal tersebut ke dalam Bahasa Indonesia terlebih dahulu bersama-sama dengan para murid. Masih ada beberapa kata yang tidak dimengerti oleh murid, tapi guru dengan sabar menunjukan dan membimbing mereka. Setelah semua soal selesai dibahas, guru memberikan kesempatan bertanya pada murid "Sudah tahu? Paham? Ada yang mau tanya? Yang sulit apa?" Tapi para murid serentak menjawab "Sudah paham."

12.05-12.16

(06) Guru kemudian meminta siswa untuk menulis kalimat-kalimat soal tadi di buku tulis mereka sebagai salah satu bentuk latihan *writing*. Setelah beberapa menit mereka menulis, guru lalu bertanya apakah mereka sudah selesai. Murid menjawab bahwa mereka sudah selesai. Guru kemudian meminta siswa membuka soal-soal pada buku halaman tujuh, lalu guru memberi contoh cara mengerjakannya, "Di sini ada gambar '*a local post office*', kemudian buat kalimat tanya '*Is that a post office?*' Ingat, kalau ada kalimat tanya diawali dengan '*be*', jawabannya berarti diawali dengan '*yes*' atau '*no*'. Berarti ini jawabannya '*Yes, that is a post office*'." Guru kemudian meminta murid untuk mengerjakan soal nomor satu sampai sepuluh di rumah sebagai PR. Guru juga mengingatkan siswa untuk tidak lupa dan tidak malas mengerjakannya.

12.16-12.19

(07) Setelah itu, guru mengulas pelajaran yang telah disampaikan, "Tadi tentang tempat-tempat umum, *public places*, itu tempat untuk banyak orang, supaya kalian tahu itu dimana, manfaatnya, untuk apa. Rumah Sakit untuk merawat orang sakit, sekolah untuk belajar, sekarang kalian sudah tau. Kalian bisa lebih tahu lagi dengan mengerjakan PR." Guru kemudian menutup pelajaran dengan menanyakan cara mengucapkan perpisahan dalam Bahasa Inggris. Siswi Lala menjawab dengan "*Bye-bye*" dan siswa Deni menjawab dengan "*See you*". Guru merespon "Iya, '*see you*' betul, tapi bukan '*bye-bye*', itu bahasa gaul, yang benar '*good bye*'." Kemudian sebelum meninggalkan kelas guru sekali lagi mengingatkan murid untuk mengerjakan PR dan meminta siswa untuk berdoa sebelum pulang.

Komentar Pengamat:

(08) Pada pertemuan kali ini peneliti sudah mulai merekam jalannya kegiatan dengan menggunakan kamera. Di awal pelajaran guru membuka dengan menyapa tapi guru tidak memeriksa kehadiran siswa. Menurut pengamat itu dikarenakan jumlah murid yang hanya tiga anak, sehingga dengan melihat sekilas saja guru pun dapat mengetahui bahwa jumlah siswa sudah lengkap. Guru juga tidak menyinggung pelajaran yang sudah diajarkan sebelumnya karena minggu lalu digunakan untuk tes tengah semester. Guru sudah melakukan apersepsi dengan baik yaitu dengan mengaitkannya dengan kehidupan nyata seperti saat guru mengatakan bahwa kemarin guru tidak masuk karena pergi ke Yogya dan disana menginap di hotel, hotel adalah salah satu contoh tempat umum atau *public places*. Muridpun dapat terpancing untuk menyebutkan tempat-tempat umum yang lain. Guru juga membuat suasana kelas lebih nyaman dengan menyelinginya dengan bercanda seperti “Kantor pos juga bisa untuk mengambil uang, kalau nanti kalian jadi PNS, sudah tua lalu pensiun, bisa mengambil uang di situ, tidak usah kerja dapat uang ahaha..”

(09) Guru memberikan beberapa aktivitas seperti mengartikan kata-kata ke dalam Bahasa Inggris untuk menambah *vocabulary* murid, meminta murid mengerjakan soal dan juga melatih murid membaca atau *drilling*. Murid terkadang terlihat masih mengalami kesulitan dalam mengucapkan kata Bahasa Inggris dengan benar, tapi guru dengan sabar menunjukkan cara membaca yang benar. Dalam RPP yang diberikan pada peneliti, kegiatan inti dilaksanakan kurang-lebih selama 60 menit sedang di prakteknya jam pelajaran hanya berjalan selama kurang-lebih 42 menit. Di akhir pelajaran guru memberikan kesempatan pada murid untuk bertanya, tapi murid menjawab dengan yakin bahwa mereka sudah paham. Guru lalu meringkas pelajaran yang sudah dipelajari hari itu tapi tidak menyebutkan topik pelajaran yang akan dibahas pada pertemuan selanjutnya.

TRANSCRIPT OF INTERVIEW WITH THE TEACHER 3

Catatan lapangan nomor : 06
 Waktu pengamatan : Kamis, 24 Oktober 2013
 Tempat pengamatan : Kelas XI SLB/B YRTRW SKA
 Interviewer : Aditya Pratama (AP)
 Interviewee : Ibu Sri Sumarsih (SS)

Penelitian dilakukan pada hari kamis tanggal 24 Oktober 2013 pada pukul 11.10. Peneliti (AP) sudah ada janji dengan guru (SS) untuk melakukan penelitian pada pukul 11.30 nanti, tapi peneliti sengaja datang lebih awal dan selagi menunggu jam pelajaran, peneliti mengajukan beberapa pertanyaan pada guru.

AP : “*Vocabulary*-nya anak-anak disini bagaimana?”

SS (1) : “Khususnya kalau yang ini, *apa ya?* Kayaknya kurang, kelas ini kurang. Misal kalau yang dikelas itu, kelas tiga itu bagus. Kelas satu SMA itu ya lumayan, tapi cuma satu anak, jadi beda-beda.”

AP : “Tergantung anake *nggih?*”

SS (2) : “He-e, iya.”

AP : “Terus mengatasinya gimana?”

SS (3) : “Mengatasinya, kalau untuk *vocab* itu jelas Pertama di ulang-ulang. Kemudian diperluas materinya. Jadi misalnya seperti kemarin, *public places ngunu tha?* Itu nggak yang hanya di sini saja, tapi saya juga cari tempat-tempat yang lain, yang di luar ini. Karena anak-anak itu biasanya suka *text book ngunu lho*, jadi *sing* dipelajari ya yang hanya ada di sini, padahal kan macem-macem. Jadi materi dikembangkan, caranya mengatasi itu.”

AP : “Dikaitkan dengan kehidupan nyata juga *nggih?*”

SS (4) : “Ya, betul, itu memang. Makanya kalau kemarin aku menjelaskan kan ya *sing bener-bener real ngunu tha*, karena kan temen-temen mereka ada *sing* jadi tukang parkir, tapi ada juga temannya yang jadi penjahit

itu berhasil. Dulu ada anak yang sudah lulus, ke sini, tapi itu mereka belum kenal, karena sudah lulus lama. Terus tanya-tanya *apa?* Penjahit baju. Lha, mereka kan tahu, oo ternyata bisa juga. Itu sambil memotivasi mereka supaya mereka bisa menatap masa depan.”

AP : “Kalau untuk mengatasi *pronounciation* anaknya?”

SS (5) : “...”

AP : “Seperti yang saya lihat tadi, itu biasanya ibu nulis cara bacanya *nggih* dalam Bahasa Indonesia?”

SS (6) : “Ya ehehehe, ya seperti itu ya, karena... itu dan anu, artikulasi saya, jadi misalnya *ngunu*, *sampe nora-nyoro*, misalnya apa ya ‘fa’, gitu kan. Kalo ‘*father*’ kan sama tulisan dengan ucapan. Tapi kalau yang lain itu dibantu tulisan, maksudnya tulisan itu ucapan yang benar dengan artikulasi, jadi bentuk bibir, seperti itu. Walaupun aku keras kan mereka kan ya nggak dengar. Tapi dengan menyamakan tulisan disitu dan bibir saya diharapkan itu, mereka *wis..*”

AP : “Mempermudah.”

SS (7) : “He-e, itu *wis* optimal lah, usahanya seperti itu, *lha terus piye neh*, ahahaha.”

AP : “Kalau misalnya kayak Kamis itu kan jam terakhir, itu mempengaruhi *mbothen*? Udah capek *mbothen* anak-anaknya?”

SS (8) : “Ya, sedikit mempengaruhi ya. Karena biasanya mereka udah capek, belum lagi kalau udaranya panas, lha itu berarti pandai-pandainya kita menyiasati situasi. Maksudnya ya lebih santai, mungkin lebih banyak bercanda, atau lebih mengaktifkan siswa. *Nek aku ngomong terus kan mereka jeleh, ngantuk*, tapi kan mereka diaktifkan misal disuruh maju, atau mereka suruh menjawab, atau apalah, pokoknya lebih banyak diaktifkan, untuk mengatasi itu. ”

AP : “Guru Bahasa Inggrisnya cuma Bu Asih? Atau ada yang lain?”

SS (9) : “Ya saya saja. Dari SMP-SMA Cuma saya, dan saya bukan guru Bahasa Inggris sebetulnya, ahahaha”

AP : “Lulusan PLB *nggih?*”

SS (10) : “Ho, tetap lulusan PLB.”

AP : “Itu apa *mbothen* kesusahan? Semuanya Bu Asih *nggih*?”

SS (11) : “Iya, dari SMP-SMA. Kalau dari jam, waktu jam itu nggak tumpuk-tumpuk, Cuma karena saya juga mengajar agama lha kebetulan pas *tumbuk* ya kalau pas *tumbuk* gitu saya agak kerepotan. Apalagi kalau *sing* bareng itu anak-anak kecil, itu repot, karena anak-anak kecil itu kan nggak bisa di *sambi*. Tapi kalau anak-anak besar, misalnya ini saya *nyambi* agama, agama saya dudukkan disini, nanti setelah saya mengajar Bahasa Inggris, terus tak suruh nulis atau tak suruh apa, saya ganti ngajar agama, agama sudah saya terangkan tak suruh nulis, nyatet, atau apa gitu bisa. Karena yang agama Kristen kan cuma saya, sedangkan ada murid-murid yang beragama Kristen, jadi memang harus diajar agama Kristen supaya mereka tidak kehilangan hak mendapatkan pengajaran, pendidikan itu. Jadi kalau prinsipnya nggak ada kesulitan, masalah jamnya kan semua sudah di atur, masih dalam jam itu, satu minggu itu masih bisa memuat. Dan saya nggak cuma Bahasa Inggris tapi juga Bahasa Indonesia.”

AP : “Kemudian alokasi jam Bahasa Inggrisnya per minggu?”

SS (12) : “Masing-masing dua jam, kurikulum dua jam”

AP : “Itu apa *mbothen* kurang?”

SS (13) : “Menurutku ya nggak ya, karena kan aku percaya bahwa yang menyusun kurikulum itu adalah orang-orang yang sudah pinter-pinter semua, maksudnya wawasannya kan sudah jauh gitu lho, jadi Bahasa Inggris untuk anak tuna rungu satu minggu dua jam itu sudah cukup. Makanya dimateri itu kan hanya yang *apa jenenge*, yang poin-poin kalau saya bandingkan. Saya juga punya buku umum, kalau saya bandingkan kalau di umum itu kan *njlimet* sekali, masalah tata Bahasa, *grammar*-nya, belum *vocab*-nya, iya tha? Tapi untuk anak-anak sudahlah. Kalau *grammar*-nya memang harus betul, iya tha masalah tata bahasanya, tetapi untuk *vocab*-nya ya yang ada di sekitar anak-anak saja. Kalau saya.”

AP : “Selama mengajar Bahasa Inggris untuk anak tuna rungu ada kesulitan apa?”

- SS (14) : “Aa kesulitan saya sendiri sebagai guru ya, saya sering kali kurang, *vocab* saya itu masih sangat minim, itu Pertama kekurangan saya, kemudian dalam percakapan saya juga kurang biasa bercakap-cakap dengan Bahasa Inggris, itu memang saya akui. Tapi kalau kesulitan dalam mengajar, menyampaikan ke anak saya merasa nggak ada kesulitan ya karena apa, misalnya mereka *speaking*-nya nggak bener itu kan bukan karena kesalahan dia, karena memang itu kan kekurangan dia, itu sebabnya kan mereka disekolahkan di sini, *kan ngunu*, hehe.”
- AP : “Bicaranya kan kurang jelas *nggih* bu, itu memahaminya kan kadang, kalau saya sendiri waktu melihat itu kadang nggak ngerti...”
- SS (15) : “*Lha* ya, tadi kan saya ya ‘Apa? Apa?’ Lha kalau saya kesulitan *wi* saya suruh nulis, atau saya suruh mengucapkan Bahasa Indonesianya. Jadi kalau dalam kesulitan mengajar saya nggak ada kesulitan, cuma kadang-kadang saya menangkap bicara mereka dalam Bahasa Inggris saya juga yang kadang-kadang kurang bisa menangkap mereka yang berbahasa Inggris. Kalau Bahasa Indonesia kan sudah biasa. Di samping artikulasi mereka juga memang kurang, begitu juga cara mengucapkannya dalam Bahasa Inggris mereka kan kurang. Jadi kan ada dua masalah, mereka sendiri bicaranya, artikulasinya kurang bener, belum benar, karena keterbatasan itu dan yang kedua dia nggak tahu cara membacanya, lha itu kan *double*, kesulitan yang *double kuwi*. Kalau *sing ning normal ngunu*, bicaranya normal, tapi mungkin dia kurang ngerti lah misalnya ‘*book*’ dibaca apa kurang ngerti, tapi setelah dikasih tahu terus kan bisa tahu. Hanya itu saja kesulitan yang saya hadapi, tapi kalau mengajarnya nggak. Justru yang jadi masalah saya sendiri ehehehe, *vocab* saya minim sekali.”
- AP : “Mungkin karena memang bukan jurusan Bahasa Inggris *nggih*? Jadi tidak biasa”
- SS (16) : “Ya, he-e, terus dalam percakapan itu saya juga kurang bisa.”
- AP : “Guru-gurunya di sini jurusan PLB semua?”
- SS (17) : “Semua iya. Ada satu yang bukan, dari jurusan apa ya? Lupa aku. Bu Rina, tapi mengajar IPA. Kalau semuanya PLB. Ada yang transfer, ada yang langsung.”
- AP : “Kira-kira butuh *mbothen* kalau *sing* jurusan khusus...”

SS (18) : “Jurusan Bahasa Inggris?”

AP : “Nggih.”

SS (19) : “O iya. Harus ada sebetulnya, karena di sini kan ada SMP, SMA tha? Itu lebih baiknya ada, ada jurusan itu. Cuma berarti kalau ke sini, dia kan harus belajar dulu karakter anak tuna rungu kalau mau menjadi guru di sini, mengajar di sini.”

AP : “Oh begitu. Kalau begitu saya rasa sudah dulu bu, terima kasih *nggih*. ”

SS (20) : “Ya sama-sama, nanti kalau mau tanya-tanya lagi silakan.”

AP : “*Nggih* bu, terima kasih.”

FIELD NOTE OF OBSERVATION 4

Catatan lapangan nomor : 07

Waktu pengamatan : Kamis, 24 Oktober 2013

Tempat pengamatan : Kelas XI SLB/B YRTRW SKA

Obyek pengamatan : Kegiatan belajar-mengajar Bahasa Inggris oleh Ibu Sri Sumarsih (SS)

Pengamat : Aditya Pratama (AP)

11.50- 12.04

(01) Hari ini pelajaran terlambat dimulai dikarenakan Guru (SS) di utus oleh kepala sekolah untuk mengurus keperluan sekolah di kantor dinas, tapi walaupun jam pelajaran Bahasa Inggris sudah berlalu 20 menit, guru segera memulai pelajaran begitu kembali dari kantor dinas. Guru memulai pelajaran dengan mengucapkan selamat siang, guru juga bertanya “Bahasa Inggrisnya selamat siang apa?” Murid pun menjawab “*Good Day*”. Guru merespon dengan “Ya, *good day* bisa, kalau selamat pagi *good morning*.” Guru lalu menanyakan kabar, “*How are you today?*” dan muridpun menjawab “*I’m fine.*” Guru kemudian menanyakan, “Kita kemarin belajar apa?”, siswa Deni menjawab “*Public...*”. Gurupun melengkapi jawaban siswa, “*Public Places*. Artinya apa? Bahasa Indonesiannya apa?” Siswa Deni pun menjawab “Tempat umum.” Guru lalu merespon “Tempat-tempat umum. Contoh apa? *Example?*” Siswa Deni lalu menjawab “*Airport*”, siswi Yoma menjawab “*Hotel*”, tapi saat siswi Lala ditanya, dia merasa bingung dan berkata lupa. Gurupun mencoba mengingatkan kembali “Contoh tempat umum apa? Satu saja. Salah tidak apa-apa. Ini tadi sudah, *airport, hotel*, yang lain?” Setelah berpikir sejenak, siswi Lala pun menjawab “*Hospital*” Guru lalu merespon “Apa *hospital?*” Siswi Lala menjawab “Rumah sakit.” Gurupun merespon “Rumah sakit, ya betul.” Setelah me-review pelajaran sebelumnya, guru memulai materi baru dengan berkata “Sekarang kita belajar yang lain, apa? *Profession*. Itu Bahasa Indonesiannya profesi atau pekerjaan. Siapa tahu contoh-contoh pekerjaan apa?” Murid dengan aktif menjawab, siswa Deni menjawab “Perawat.” Sedangkan siswi Lala menjawab “Dokter.” Kemudian siswi Yoma menjawab “Rumah Sakit.” Gurupun merespon “Rumah Sakit? Ndhoo, Rumah Sakit kok pekerjaan, bukan.” Kemudian siswi Yoma menjawab lagi “Guru.” Guru merespon “Ya, guru.” Guru lalu kemudian menuliskan contoh-contoh yang disebutkan tadi di *whiteboard* lalu menerangkan

tujuan pelajaran kepada siswa “Kita belajar mengenai profesi atau pekerjaan supaya kalian tahu macam-macam pekerjaan yang ada. Contoh ada perawat, ada dokter, ada guru, ada apa lagi?” Siswi Yoma menjawab “*Soldier*.” Siswi Lala menjawab “Polisi”. Guru bertanya lagi “Yang lain apa lagi? Yang mencari ikan?” Muridpun menjawab “Mancing.” Guru merespon “Mancing? Apa nama Bahasa Indonesianya? Nelayan. Terus, petani.” Guru lalu melanjutkan “Kalau kalian mengetahui macam-macam pekerjaan dari sekarang, kalian bisa menyiapkan besok mau jadi apa. Masih banyak lagi profesi yang lain, ada penyanyi. Kamu bisa tidak jadi penyanyi?” Muridpun menjawab “Tidak.” Guru melanjutkan “Tidak bisa, Kenapa? Karena pendengaranmu terhambat. Apa lagi.” Siswi Lala menjawab “Pilot.” Guru merespon “Pilot, kamu bisa tidak? Tidak, sebab pilot membutuhkan pendengaran yang tajam, yang sensitif. Berarti bukan, itu tidak cocok untuk kamu. Kalau penyiar?” Murid-muridpun terlihat tertawa sambil berkata “Tidak.” Guru bertanya kenapa tidak bisa? Siswa Deni menjawab “Suara jelek.” Gurupun merespon “Suara kurang jelas. Kalau kamu penyiar radio, suaramu harus keras. Kalau *chef*?” Siswi Lala menjawab “Bisa, tapi sedikit.” Gurupun merespon “Bisa. Kalau kamu tunarungu, jadi chef bisa. Kalau petani? Mungkin kamu bisa, kan tidak harus mendengar, kalau tidak malas. Kalau Deni sih malas, tidak mau” Muridpun tertawa mendengar candaan guru. Guru lalu menyebutkan tujuan pelajaran sekali lagi, “Mulai sekarang kalian bisa memikirkan, menyiapkan pekerjaan kamu apa setelah lulus sekolah nanti. Bu Asih tidak ingin kalian punya cita-cita..” Guru menggunakan isyarat meniup peluit dan melambaikan tangan, muridpun menjawab “Parkir.” Guru melanjutkan “Lha, tukang parkir, tidak. Kalau kamu bodoh tidak sekolah, boleh. Tapi kamu pintar, sudah sekolah SMA, cita-cita yang tinggi!”

12.04-12.10

(02) Guru kemudian memulai pelajaran “Sekarang dibuka bukunya halaman 18. Di situ ada macam-macam pekerjaan.” Guru kemudian membahas lagi contoh-contoh yang tadi tertulis di *whiteboard* “Perawat Bahasa Inggrisnya apa?” Siswa Deni menjawab “*Nurse*.” Gurupun merespon “Ya, tulis.” Guru lalu meminta murid maju bergiliran menerjemahkan contoh-contoh di *whiteboard*. Saat giliran siswi Yoma dia menuliskan ‘dokter’ sebagai Bahasa Inggris dari dokter, gurupun bertanya pada murid yang lain “Betul apa salah? Betulkan!” Siswa Denipun maju dan membenarkan tulisan Yoma menjadi ‘*doctor*’. Gurupun menambahkan “Ya betul, bukan pakai ‘K’.” Guru lalu melanjutkan dengan menanyakan Bahasa Inggris dari nelayan, tapi para murid terlihat bingung dan saling melihat temannya. Guru bertanya “Tidak tahu? Lupa? Sedikit *wae* tidak

ingat?” Gurupun mencoba memancing siswa “Nelayan itu mencari apa? Ikan, Bahasa Inggrisnya ikan apa?” Murid menjawab “*Fish*.” Guru meneruskan “*Fish*, kalau nelayan itu orang yang mencari ikan, jadi *fisherman*.” Setelah menuliskannya di *whiteboard*, guru memberi kesempatan pada siswa untuk bertanya “Siapa belum tahu? Sudah?” Muridpun hanya terlihat diam. Guru lalu sekali lagi mengingatkan bahwa tujuan dari pelajaran ini agar mereka tahu ingin bekerja apa nanti setelah lulus. Guru juga menanyakan pekerjaan yang ingin ditekuni oleh masing-masing murid. Siswi Lala menjawab ingin membuka salon, siswa Deni menjawab ingin menjadi pembuat kue dan siswi Yoma menjawab ingin menjadi ahli komputer. Gurupun merespon “Jadi kamu tahu pekerjaan yang sesuai dengan kekuranganmu. Jadi walaupun kamu tunarungu kamu bisa mendapatkan uang yang layak, kamu bisa. Tapi harus rajin, harus pintar. Jadi kalau misal ingin membuka salon, pas ada pelajaran salon Bu Remi, harus melihat, tidak omong-omong.”

12.10-12.24

(03) Guru lalu melanjutkan pelajaran dengan menunjukkan gambar di buku dan berkata “Gambar nomor satu, yo dibaca bersama-sama ‘*singer*’.” Murid lalu menirukan ucapan guru. Guru terus melanjutkan melakukan *drilling* dengan menyebutkan kata-kata pekerjaan yang tertera pada buku dan muridpun mengikuti. Guru terkadang juga terus mengulang kata yang sama jika ada murid yang masih salah pengucapannya. Guru juga membetulkan pengucapan mereka, terutama menunjukkan cara baca *vowel* yang tepat dengan bahasa isyarat “Pilot, ‘i’nya dibaca ‘ai’ jadi ‘paillet.’” Guru juga menuliskan di *whiteboard* cara membaca pengucapan kata kata tersebut dalam ucapan Bahasa Indonesia. Contoh ‘*doctor*’= ‘dakte’, ‘*nurse*’= ‘ners’. Guru juga mengajak para murid untuk menerjemahkan kata-kata tersebut ke dalam Bahasa Indonesia bersama-sama. Setelah *drilling*, guru lalu melanjutkan pelajaran, “Sekarang halaman 20, *let’s write*, mari menulis. Nomer satu.” Guru menunjuk siswi Yoma dan memintanya menulis di *whiteboard*. Setelah siswi Yoma selesai menulis, guru memintanya untuk membaca dan mengartikannya ke dalam Bahasa Indonesia. Gurupun membetulkan ucapan dan jawaban Yoma saat terjadi kesalahan. Guru lalu meminta murid yang lain untuk melakukan hal yang sama dengan Yoma.

12.24-12.27

(04) Setelah semua murid maju ke depan guru melanjutkan “Nanti yang nomer 4,5,6,7,8,9 dikerjakan di rumah. Tidak boleh lupa. *Koe nek* lupa, pulang. “ Guru lalu meminta murid untuk menulis soal nomor 1-3 yang sudah mereka kerjakan di *whiteboard* tadi ke dalam buku tulis mereka. Guru lalu meminta murid untuk mengumpulkan PR mereka yang sebelumnya. Siswi Lala mengatakan lupa dan hanya menulis jawaban di fotokopian buku paketnya. Guru lalu berkata “Ingat, PR ini ditulis di buku, bukan di fotokopi.” Guru lalu melanjutkan memeriksa PR murid yang lain. Siswi Yoma sudah selesai mengerjakan PR sedangkan siswa Deni belum semua PR-nya selesai, gurupun meminta Deni untuk meneruskan dan menyelesaikan PR-nya.

12.27-12,30

(05) Setelah itu, guru meringkas pelajaran, “Hari ini tadi kita belajar tentang profesi, *profession*, supaya kamu tahu macam-macam pekerjaan, supaya kamu bisa menyiapkan dari sekarang kalau kamu lulus ingin bekerja sebagai apa. Tadi Bu Asih sudah memberi contoh macam-macam pekerjaan yang kamu bisa, walau tunarungu kamu bisa, tetapi kamu harus kerja keras, tidak boleh malas.” Guru lalu menutup pelajaran dengan mengajak murid berdoa bersama. Guru lalu menepuk tangannya dengan keras satu kali sebagai tanda doa selesai. Murid lalu mengucapkan ‘selamat siang’ dan ‘*good bye*’. Guru lalu mengucapkan “*See you, good bye.*” lalu meninggalkan ruang kelas.

Komentar Pengamat:

(06) Hari ini guru terlambat masuk kelas dan baru memulai pelajaran setelah jam pelajaran berlalu 20 menit karena mendapat tugas dari kepala sekolah ke kantor dinas, tapi begitu kembali ke Sekolah, guru segera memulai pelajaran. Hal itu menunjukkan bahwa guru tidak meninggalkan kewajibannya mengajar. Setelah membuka pelajaran dengan menyapa, guru melakukan *review* pelajaran sebelumnya. Siswa Deni dan Siswi Yoma bisa menjawab pertanyaan guru tentang materi sebelumnya yaitu '*public places*', tapi siswi Lala terlihat bingung. Setelah guru memancing ingatan siswi Lala dengan menyebutkan contoh *public places* yang sudah disebutkan oleh siswa Deni dan siswi Yoma, siswi Lalapun dapat menyebutkan contoh *public places*. Guru lalu memulai materi baru yaitu '*profession*'. Guru memulai pelajaran inti dengan meminta murid untuk menyebutkan contoh-contoh *profession* dalam Bahasa Indonesia, lalu guru mengaitkan contoh-contoh pekerjaan tersebut dengan kemampuan murid, apakah anak tuna-rungu mampu menjalani profesi tersebut atau tidak. Pada tahap ini guru menggunakan alokasi waktu selama 14 menit. Menurut peneliti, waktu yang digunakan pada fase ini terlalu lama mengingat waktu pelajaran sudah berkurang 20 menit di awal. Guru juga menjelaskan pada murid bahwa tujuan dari pelajaran ini agar siswa tahu tentang jenis-jenis pekerjaan dan dapat mempersiapkan diri untuk menentukan pekerjaan apa yang akan mereka tekuni ketika akan lulus sekolah nanti. Menurut pengamat, tujuan yang disampaikan guru terlalu bersifat umum yaitu tentang mengetahui jenis pekerjaan dan menyiapkan masa depan, tapi guru tidak menyebutkan kaitan mengetahui pekerjaan tersebut dengan pelajaran Bahasa Inggris. Guru seharusnya menunjukkan bahwa tujuan pelajaran ini agar siswa tahu jenis-jenis pekerjaan dalam Bahasa Inggris dan mampu memahami dan membedakan pekerjaan-pekerjaan dalam Bahasa Inggris.

(07) Saat guru meminta murid untuk mengartikan kata-kata pekerjaan yang sudah di tulis ke dalam Bahasa Inggris, murid terkadang terlihat masih kesulitan, itu menunjukkan bahwa penguasaan *vocabulary* mereka masih kurang. Murid juga mengalami kesalahan dalam mengucapkan kata-kata Bahasa Inggris dengan *pronunciation* yang benar. Dalam hal ini guru menyiasatinya dengan menuliskan cara membaca kata-kata tersebut ke dalam cara baca Bahasa Indonesia seperti '*doctor*'='dakte', '*nurse*'='ners'. Guru memberikan kegiatan-kegiatan seperti menulis, membaca dan mengartikan/menerjemahkan pada murid. Guru juga memeriksa pekerjaan rumah siswa tapi tidak membahasnya bersama-sama. Kemudian guru memberikan PR, meringkas materi yang sudah diajarkan, tapi tidak menyebutkan pelajaran yang akan datang. Guru lalu mengajak murid berdoa bersama dan lalu mengucapkan salam berpisah.

FIELD NOTE OF OBSERVATION 5

Catatan lapangan nomor : 08

Waktu pengamatan : Selasa, 29 Oktober 2013

Tempat pengamatan : Kelas XI SLB/B YRTRW SKA

Obyek pengamatan : Kegiatan belajar-mengajar Bahasa Inggris oleh Ibu Sri Sumarsih (SS)

Pengamat : Aditya Pratama (AP)

8.30- 8.35

(01) Pada minggu ini guru (SS) menukar jam pelajaran Bahasa Inggris pada hari Kamis menjadi hari Selasa pukul 8.30. Peneliti (AP) sudah menunggu di luar kelas sebelum pukul 8.30 dan tidak lama kemudian guru (SS) datang. Peneliti dan guru saling memberi salam lalu guru mengajak peneliti masuk ke dalam kelas. Setelah peneliti duduk dan guru menyiapkan diri, guru bertanya “Yoma dimana? Tidak masuk? Kenapa?” Muridpun menggelengkan kepala dan berkata tidak tahu. Pada hari ini Yoma tidak masuk, guru lalu membuka pelajaran dengan menyapa murid-murid “Selamat pagi. *How are you?*” Muridpun menjawab “Selamat pagi bu Asih”, lalu siswi Lala menjawab “Fi-ne” tapi diucapkan dengan ejaan Bahasa Indonesia /f:inƏ/. Gurupun menyindir dan membenarkan jawaban mereka “Fi-ne? Fine, I’m fine.” Guru lalu menanyakan pekerjaan rumah murid “How about homework? PR-mu bagaimana?” Muridpun menjawab “Sudah”, Guru lalu meminta murid untuk mengumpulkan PR mereka dan muridpun menyerahkan PR mereka pada guru. Setelah memeriksa PR murid beberapa saat, guru mengacungkan ibu jarinya dan berkata “Sip, Bu Asih senang kalau kalian rajin, tidak malas, ada PR dikerjakan.” Guru lalu mengulas pelajaran sebelumnya, “Ingat, kemarin Bu Asih berkata tentang profesi. Kalau mau profesinya baik, harus rajin dari sekarang. Masih ingat macam-macam profesi apa? Tutup, tidak boleh lihat!” Guru meminta murid menutup bukunya dan menanyakan contoh profesi pada siswi Lala. Siswi Lala berkata bahwa dia tidak tahu. Guru lalu mengingatkan “Macam-macam profesi, contoh guru. Guru Bahasa Inggrisnya apa?” Muridpun menjawab “*Teacher.*” Guru bertanya “Apa lagi?” Siswi Lala menjawab “*Hotel.*” Gurupun merespon “Lho, *hotel* yo bukan.” Siswi Lala kemudian langsung menjawab lagi “Dokter.” Gurupun merespon “Ya, betul, *doctor.*” Lalu siswa Deni menjawab “*Singer.*” Guru merespon “*Singer*, penanyi, betul.

08.35-08.46

(02) Nah kemarin sudah belajar itu, sekarang mengerjakan..” Gurupun memulai pelajaran “*Look at page 22, look the dialog.* Bu Asih nanti menulis di sini, kamu lihat disitu, kamu membaca.” Guru lalu menuliskan dialog yang ada di buku paket di *whiteboard*. Setelah selesai menulis di *whiteboard*, guru melanjutkan memeriksa PR murid. Setelah selesai memeriksa PR, guru melanjutkan pelajaran “Sekarang lihat. Kalian sudah membaca tho? Sekarang kamu ucapkan, di baca, lihat Bu Asih dulu, *we* diam dulu.” Guru lalu mulai membaca kalimat pertama dengan menekankan pada *vowel* dengan Bahasa isyarat agar murid lebih mudah memahaminya. “*What is your father’s job?*” Murid lalu mengikuti ucapan guru, lalu guru bertanya, “Apa Bahasa Indonesianya?” Muridpun tampak lancar menerjemahkannya ke dalam Bahasa Indonesia dengan juga menggunakan Bahasa isyarat “Apa pekerjaan ayahmu?” Guru lalu merespon “Ya bener, trus yang kedua, *My father is a reporter.*” Murid lalu menirukan, guru lalu menanyakan Bahasa Indonesianya. Muridpun bisa menjawab, dan guru melanjutkan “Ayah saya seorang reporter. Trus, liat dulu, *Where is your father’s job?*”. Murid lalu menirukan “*Where is your father’s..*” Guru lalu berkata “Oh maaf, Bu Asih salah. *Where is your father’s office?* Bukan *job*. Ulang!” Murid lalu menirukan, dan guru menanyakan artinya. siswi Lala menjawab “Dimana ayahmu kantor?” Guru lalu merespon “Terbalik. Dimana kantor..” Siswi Lala lalu menjawab “Dimana kantor ayahmu?” Guru merespon “Ya betul. Terus *In Terang Setia TV.*” Setelah murid menirukan, guru menambahkan “Ya. Jadi ini kalau nama itu tetap, tidak di ubah Bahasa Inggris. Tetap, Terang Setia TV.” Guru lalu meneruskan lagi “Trus *Is your father a good reporter?* Apakah... o, ulangi, Bahasa Inggris dulu.” Murid lalu menirukan, tapi siswa Deni membaca kata ‘good’ dengan /:ud/. Guru lalu membenarkan pengucapannya dan melanjutkan “Apakah ayahmu seorang reporter yang baik. *I doubt about that.*” Murid lalu menirukan dan guru meneruskan tanpa mengartikannya ke Bahasa Indonesia “*Come on, don’t you say so, everybody can be a good worker if he tries.*” Murid lalu menirukan dan guru melanjutkan lagi “*I agree with you.* Saya setuju dengan kamu. Jadi semua bisa menjadi baik kalau mau mencoba.”

08.46-08.52

(03) Guru lalu melanjutkan pelajaran “Sekarang kerjakan ke depan. *How many persons are there on the dialogue. Task one. You, number one. Please write on the whiteboard.* Nomer satu.” Guru menunjuk siswi Lala, dan siswi Lalapun maju ke depan dan menuliskan soal nomer satu. Setelah selesai menulis, Lala bertanya pada siswa Deni yang duduk di bangku dengan bahasa isyarat tanpa sepengetahuan guru. Siswa Denipun memberitahu jawabannya, dan siswi Lala menuliskan jawaban ‘two’ di *whiteboard*. Guru lalu melihat jawaban siswi Lala “Two apa? Betul, tapi dua apa? *Persons, person* itu orang, berarti dua orang. Tulis *kunu*. Dua orang, jadi *two persons*. Siswi Lala lalu maju lagi dan membenarkan jawabannya. Guru lalu berkata “Ye betul, *number two!*” Siswa Deni lalu maju dan menulis di *whiteboard*. Setelah selesai menulis, Bu Asih bertanya pada murid yang lain “Ayo lihat, *iki* betul apa salah? Tulisannya betul apa salah?” Ternyata murid Deni menuliskan ‘*whose*’ dengan ‘*whoose*’. Siswi Lala menjawab “Salah.” Guru lalu berkata “O-nya cuma satu.” Setelah siswa Deni membetulkan tulisannya, guru melanjutkan “*Whose father*, jadi dibalik. Ayah siapa yang menjadi seorang reporter?” Siswa Deni menjawab “Lisa”, sedang siswi Lala berkata “Salah, Hana.” Guru terlihat tidak sadar dengan kesalahan jawaban Deni, tapi setelah guru melihat dialog lagi gurupun sadar dan berkata “Salah. Siapa yang berkata *iki*? *My father is a reporter.*” Siswa Deni lalu menjawab “Hana.” Siswa Deni yang juga sudah mengetahui jawaban yang benar segera membetulkan jawabannya.

08.52-08.55

(04) Guru lalu mengingatkan “Yo, ingat, kalau ada nama, diatasnya koma, ditambah huruf ‘s’, artinya apa?” Siswa Lala menjawab “Lupa.” Dan guru melanjutkan “Artinya ‘milik’, ‘kepunyaan’ lupa tha? Muridpun terlihat teringat kembali. Guru lalu memberi contoh dengan menuliskan salah satu nama murid ‘*Lala’s pencil*’ dan berkata “Nama, koma diatas, ditambah ‘s’, belakangnya ada kata benda. Contoh *iki* nama ‘Lala’, koma diatas, ditambah ‘s’, kata benda. Artinya ini ‘milk’, Bahasa Indonesianya apa?” Siswa Deni menjawab “Lala pensil”, guru lalu berkata “Ndho, kebalik nuw.” Siswi Lala lalu menjawab “Pensil Lala.” Guru lalu merespon “Lha, pensil Lala. Lagi, ‘Deni’ nama, koma diatas, ditambah ‘s’, kata benda. *Deni’s book*. Apa artinya?” Muridpun menjawab “Buku Deni.” Guru merespon “Ya, *kuwi* diingat.” Guru lalu mengaitkan kembal ke dialog “Lihat *iki, father’s office.*” Siswi Lala lalu menjawab “Kantor ayah.” Guru merespon “Lha, kantor ayah. Di ingat *kuwi*, ya! ”

08.55-09.01

(05) Guru lalu melanjutkan kembali “*Kowe* nomer tiga, Deni nomer empat.” Siswi Lala lalu menuliskan soal ‘*Wher does Hana’s father work?*’ dan menuliskan jawaban ‘Terang setia TV’. Siswa Deni lalu maju dan menulis soal ‘*What is Hana’s father?*’ dan menuliskan jawaban ‘*I agree with you*’. Guru lalu membahas “*Where does Hana’s father work?* Bahasa Indonesianya apa?” Guru lalu menuliskan ‘*work*’ di *whiteboard* dan menanyakan artinya. Siswi Lala menjawab “*Work*, bekerja.” Guru lalu mengajak murid mengartikan. “Ulangi!” Murid lalu menjawab “Di mana ayah Hana bekerja?” Guru lalu berkata “Ingat tadi to, nama, koma di atas, huruf ‘s’. Dimana? *In Terang Setia TV*.” Guru lalu melanjutkan “*Number four, what is Hana’s father?* Maksudnya apakah itu pekerjaannya bagus atau jelek? Berarti bagaimana pekerjaan ayah Hana? Bukan *I agree*.” Guru lalu menuliskan jawaban ‘*He is a good reporter*’ di *whiteboard*.

09.01-9.35

(06) Guru kemudian berkata “Sudah, sekarang istirahat dulu, nati jam 9.30 masuk mengerjakan *task four*. Sekarang istirahat dulu.” Guru lalu meninggalkan kelas. Saat istirahat, peneliti memanfaatkan waktu untuk bertanya-tanya pada siswa Deni dan siswi Lala mengenai pembelajaran Bahasa Inggris.

09.35-10.00

(07) Setelah istirahat selesai, guru masuk ke kelas dan memberitahu ternyata guru ada keperluan tentang administrasi sekolah dan tidak bisa meneruskan pelajaran sehingga guru meminta anak untuk mengerjakan soal-soal di buku ‘*Task 4 page 25*’ untuk mengisi kekosongan jam. Peneliti tetap di kelas untuk melihat anak-anak mengerjakan. Selama sisa jam pelajaran ini peneliti tidak bicara pada murid, karena peneliti harus membuat *setting* sealami mungkin seolah-olah peneliti tidak ada. Setelah jam pelajaran berakhir, peneliti meminta murid untuk melanjutkan pekerjaannya di rumah. Murid lalu segera meninggalkan kelas karena akan mengikuti pelajaran komputer di lab.komputer.

Komentar Pengamat:

(08) Pelajaran hari ini diganti pada hari selasa dan peneliti juga guru datang tepat waktu. Setelah masuk, hal pertama yang dilakukan guru adalah menanyakan ketidakhadiran siswi Yoma, tapi murid yang lain menjawab tidak tahu. Guru lalu menyapa dan menanyakan pekerjaan rumah murid. Semua murid sudah mengerjakan PR tapi guru tidak membahas PR tersebut. Guru lalu *review* pelajaran sebelumnya tentang '*profession*', tapi siswi Lala terlihat lupa dan saat diminta menyebutkan contoh profesi, siswi malah menyebutkan '*hotel*', yaitu contoh *public places*. Siswi Lala terlihat salah mengingat, dan yang disebutkan adalah pelajaran pada pertemuan sebelumnya. Tapi setelah diingatkan oleh guru, siswi Lala teringat kembali dan bisa menyebutkan contoh yang benar.

(09) Guru lalu meminta siswa membaca dialog Bahasa Inggris dan mengerjakan soal-soal yang terkait. Guru juga mengajak murid untuk berlatih membaca, guru mengajari murid mengucapkan dengan benar dengan menekankan pada *vowel* dan juga Bahasa isyarat. Selama pelajaran berlangsung, guru terlihat kurang fokus karena beberapa kali melakukan kesalahan seperti salah membaca kalimat dalam dialog, lupa mengartikan beberapa kalimat bersama murid, dan juga tidak menyadari kesalahan jawaban siswa Deni. Tapi guru selalu segera menyadari kesalahannya dan membenarkannya. Setelah istirahat, guru tidak kembali mengajar karena ada keperluan sekolah, tapi guru meminta siswa untuk mengerjakan soal-soal latihan.

TRANSCRIPT OF INTERVIEW WITH THE STUDENTS 1

Catatan lapangan nomor : 09
 Waktu pengamatan : Selasa, 29 Oktober 2013
 Tempat pengamatan : Kelas XI SLB/B YRTRW SKA
 Interviewer : Aditya Pratama (AP)
 Interviewee : Siswa Deni (DN) dan Siswi Lala (LL)

Wawancara dilakukan pada hari Selasa tanggal 29 Oktober 2013 pada saat istirahat pertama. Peneliti (AP) hanya mewawancarai murid DN dan LL karena murid YM tidak masuk pada hari itu.

AP : “Kakak mau Tanya-tanya boleh?”

DN (1) : “Iya.”

AP : “Kamu suka Bahasa Inggris tidak?”

LL (2) : “Suka. Tapi tidak bisa ngafal yang panjang-panjang.”

AP : “Deni suka Bahasa Inggris?”

DN (3) : “Suka.”

AP : “Kenapa?”

DN (4) : “Saya ingin ilmu dalam Bahasa Inggris.”

AP : “Memahami Bahasa Inggris susah tidak?”

LL (5) : “Iya susah, tapi ulangi baca terus.”

DN (6) : “Saya memahami dari Bu Asih, tapi susah sedikit.”

AP : “Jika kalimat Bahasa Inggris panjang susah tidak?”

DN (7) : “Ya, tulisannya kalau dibaca lain.”

- LL (8) :“Bingung kalau artinya terbolak-balik, juga kurang tahu Bahasa Inggris.”
- AP :“Bu.Asih ngajar Bahasa Inggris kamu paham?”
- LL (9) :“Iya, tapi kadang kurang keras bicaranya.”
- AP :“Deni paham?”
- DN (10) :“Paham, bisa dilihat mulutnya Bu Asih.”
- AP :“Bu Asih ngajarnya enak nggak? Galak nggak?”
- DN (11) :“Enak, cukup galak.”
- LL (12) :“Enak, Bu.Asih selalu bahagia, bantu ngajar aku. Tapi susah kalau ngulangi kalimat salah. Kalau salah di hapus.”
- AP :“Di hapus?”
- LL (13) :“Iya.”
- AP :“Pernah belajar pake laptop?”
- LL (14) :“Nggak pernah.”
- DN (15) :“Nggak pernah.”
- AP :“Nggak pernah?”
- LL (16) :“Baca terus, catatan.”
- AP :“Pake buku terus? Kalau di kasih PR?”
- LL (17) :“Selalu terus.”
- AP :“Dibahas besoknya?”
- LL (18) :“Ya, tapi kadang Bu Asih sibuk rapat.”
- AP :“Kalau Bu Asih sibuk rapat jadi tidak bisa?”
- LL (19) :“Ya.”
- DN (20) :“Saya tetap kalo ada PR langsung tulis, kalo tidak mengerjakan ntar Bu Asih marah, saya dihukum diluar tidak boleh masuk ruang kelas atau disuruh pulang sekolah.”

- AP :“Wah, tegas sekali ya Bu Asih. Kalau fasilitas di sini sudah cukup belum?”
- LL (21) :“Fasilitas? Nggak tahu. Fasilitas itu apa?”
- AP :“Meja, laptop, alat-alat, lab.bahasa. Pernah belajar Bahasa Inggris pake komputer?”
- LL (22) :“Oh..belum. Nggak pernah”
- DN (23) :“Belum, jadi tetap belajar di ruang kelas.”
- AP :“Kalau pelajaran ini jam terakhir capek tidak?”
- LL (24) :“Nggak, kuat terus.”
- DN (25) :“Ya capek, tapi tetap semangat.”
- AP :“Kuat terus? Ooo. Ada mas Adit mengganggu tidak?”
- DN (26) :“Tidak,selalu lihat terus.””
- AP :“Selalu lihat Bu.Asih?”
- LL (27) :“Bu Asih selalu suruh ‘Lihat! Perhatikan!’
(menirukan guru saat guru meminta murid untuk memperhatikan)
- AP :“Oh, kalo gitu terima kasih ya.”
- DN (28) :“Sama-sama.”
- LL (29) :“Sama-sama.”

TRANSCRIPT OF INTERVIEW WITH THE STUDENTS 2

Catatan lapangan nomor : 10

Waktu pengamatan : Kamis, 31 Oktober 2013

Tempat pengamatan : Kelas XI SLB/B YRTRW SKA

Interviewer : Aditya Pratama (AP)

Interviewee : Siswi Yoma

Interpreter : Resti Anggraeni (RA)

Wawancara dilakukan pada hari Kamis tanggal 31 Oktober 2013 pada saat jam pulang sekolah yaitu pukul 12.30. Karena kemarin peneliti (AP) belum melakukan wawancara dengan YM, peneliti pun berniat melakukan tanya-jawab dengan siswi YM. Diakui peneliti bahwa siswi YM memiliki kerusakan pendengaran yang cukup parah sehingga kemampuan bicaranya juga sangat terganggu, sehingga untuk berkomunikasi dengannya pun dirasa sangat sulit. Oleh karena itu, peneliti meminta bantuan RA, mahasiswi UNS jurusan Pendidikan Luar Biasa yang sedang praktek PPL di SLB B YRTRW ini untuk membantunya berkomunikasi. Walaupun sudah mendapat bantuan dari RA, terkadang berkomunikasi pun masih sulit, sehingga peneliti dan RA menyiasatinya dengan terkadang bertanya-jawab dengan menulis. Peneliti menuliskan pertanyaan dan memberikannya pada RA lalu siswi RA menanyakannya pada siswi YM, sementara peneliti merekam sambil ikut bertanya sewaktu-waktu.

RA : “Yoma Suka Bahasa Inggris?”

YM (1) : “Suka.”

RA : “Suka? Susah? Susah tidak? Sulit tidak belajar Bahasa Inggris?”

YM (2) : “Susah.”

RA : “Buat kalimat (Bahasa Inggris) panjang bisa?”

YM (3) : “Bisa.”

RA : “Artikan bisa? Artinya, bisa? Bahasa Inggris, seperti tadi, dokter dan sebagainya bisa?”

- YM (4) : “Bisa.”
- RA : “Kalau Bu Asih ngajar...”
- AP : “Paham nggak?”
- RA : “Paham? Kamu tahu? Coba tulis.”
- YM (5) : (Menulis)
- ‘Bu Asih mengajar enak.’
- RA : “Suka? Kamu suka di ajar Bu Asih?”
- AP : “Suka?”
- YM (6) : “Suka.”
- RA : “Bu Asih sabar?”
- YM (7) : “Sabar.”
- RA : “Pernah di ajar dengan laptop tidak?”
- YM (8) : “Laptop?”
- RA : “Iya, melihat film atau gambar?”
- AP : “Pernah?”
- RA : (Menuliskan pertanyaan)
- YM (9) : (Menulis)
- ‘Kamus dan buku’
- AP : “Selalu di beri PR?”
- RA : Selalu diberi PR sama Bu Asih?
- YM (10) : “PR? Iya.”
- RA : “Selalu? Setiap hari? Setiap Bahasa Inggris? ”
- YM (11) : “Iya.”
- RA : “Besoknya dibahas?”
- YM (12) : “Dibahas. “

RA : “Tapi kalau rapat? Seperti tadi, tidak masuk kelas?”

YM (13) : “Tidak.”

AP : “Jam terakhir capek nggak?”

RA : “Belajar Bahasa Inggris capek tidak?”

AP : “Jam terakhir?”

YM (14) : “Tidak pernah.”

RA : “Tidak pernah capek?”

YM (15) : “Tidak pernah.”

RA : “Selalu rajin, semangat?”

YN (16) : “Ya.”

RA : “Bagus. Ada mas (menunjuk peneliti) terganggu tidak?”

YM (17) : (Bingung)

RA : “Terganggu belajar kamu tidak?”

AP : “Tulis, tulis.”

RA : (Menuliskan pertanyaan)

YM (18) : “Tidak ganggu.”

RA : “Tidak ganggu? Kamu selalu lihat Bu. Asih?”

YM (19) : “Lihat Bu Asih.”

RA : “Tapi semangat belajar Bahasa Inggris?”

YM (20) : “Semangat.”

RA : “Terima kasih.”

AP : “Terima kasih.”

YM (21) : “Sama-sama.”

FIELD NOTE OF OBSERVATION 6

Catatan lapangan nomor : 11
 Waktu pengamatan : Kamis, 7 November 2013
 Tempat pengamatan : Kelas XI SLB/B YRTRW SKA
 Obyek pengamatan : Kegiatan belajar-mengajar Bahasa Inggris oleh
 Ibu Sri Sumarsih (SS)
 Pengamat : Aditya Pratama (AP)

11.35- 11.42

(01) Pukul 11.35 peneliti (AP) masuk ke kelas, terlihat guru (SS) dan para murid sudah berada di dalam kelas. Peneliti segera menempatkan dirinya dan guru memulai pelajaran. “Selamat pagi, apa kabar?” Muridpun menjawab “Selamat pagi, baik.” Guru lalu berkata “Kemarin, Yoma tidak masuk, tiga hari ya? Sudah sembuh?” Siswi Yoma lalu menjawab “Sudah sembuh.” Guru lalu berkata “Supaya badan tetap sehat, harus di jaga, makan yang bergizi. Kalau kamu sakit, supaya cepat sembuh minum obat. Siapa yang member obat?” Dokter. Tidak boleh minum obat sembarangan harus menurut petunjuk dokter.”Guru lalu mengingatkan pelajaran sebelumnya “Nah, dokter salah satu profesi. Ingat, pelajaran kemarin. Dokter bekerja dimana?” Muridpun menjawab “*Hospital*.” Guru merespon “*Hospital*, Rumah Sakit.” Guru lalu memulai pelajaran “Nah, kamu nanti akan belajar menerjemahkan satu alenia yang berjudul ‘*Doctor*’ buka halaman 23. Bu. Asih menulis, kamu nanti memikirkan apa Bahasa Indonesianya. Jadi nanti di *translate*. *Translate* itu Indonesia. Satu orang satu kalimat. Tidak usah di tulis di buku, tapi langsung ditulis terjemahannya di papan tulis.” Guru lalu menuliskan teks berjudul ‘*Doctor*’ dari buku paket ke *whiteboard* sementara murid membaca dan mencoba menerjemahkannya ke Bahasa Indonesia.

11.42-11.48

(02) Setelah selesai menulis di *whiteboard*, guru mengajak murid untuk berlatih membaca teks tersebut bersama-sama. “*Doctor is one of the noble professions in the world. Many young people...*” Guru lalu menuliskan cara membaca *people* di *whiteboard* ‘le dibaca= el, *people* dibaca= pipel’. Guru kemudian berkata “Kalau ada kate ‘le’ dibalik membacanya menjadi ‘el’, ‘*people*’. Ulang!” Guru kemudian mengajak murid membaca lagi, tapi murid masih salah dalam pengucapannya, gurupun mengingatkan “Hoo, *people*. Di ingat nuw, Bu Asih baru saja..wis lupa. Ulangi. Pokoke kalau salah, kita ulang terus.” Muridpun mengulangi membaca, dan kali ini pengucapan mereka sudah benar. Guru lalu melanjutkan membaca “*Doctor work in a hospital.*” Guru lalu meminta siswi Lala membaca sendiri sambil guru membenarkan jika ada pengucapan yang salah “*They work with the nurses to cure the patients.*” Guru kemudian meminta siswa Deni membaca sendiri sambil membetulkan pengucapan yang salah “*Before giving the medicine, doctors usually examine the patient first.*” Guru lalu meminta siswi Yoma membaca sendiri “*After knowing the ill, they give medicines to the sick people.*” Guru lalu menambahkan sambil menulis di *whiteboard* “Membacanya kalau *sick* sakit itu ‘sik’, kalau enam ‘siks’.”

11.48-11.54

(03) Guru lalu meminta siswi Lala untuk menerjemahkan kalimat Pertama ke Bahasa Indonesia di *whiteboard*. Sementara siswi Lala menulis, guru bertanya pada murid apakah hasil ulangan *mid test* sudah di bagi atau belum dan siswa menjawab bahwa ulangan belum dibagikan. Guru lalu melihat pekerjaan siswi Lala dan siswi Lala terlihat kesulitan mengartikannya. Guru lalu berkata “*Profession*, kemarin apa? Apa artinya?” Siswa Deni menjawab “Profesional.” Guru merespon “*Profession*, apa artinya?” Siswa Deni menjawab lagi “Pekerjaan.” Gurupun membenarkan “Ndha, betul.” Siswi Lalapun teringat “Ooo..” Guru lalu meminta siswa Deni untuk maju menerjemahkan kalimat ke dua. Di depan *whiteboard* terlihat siswa Deni dan siswi Lala saling bertanya-tanya menggunakan Bahasa isyarat yang tidak terlalu dimengerti oleh peneliti. Guru lalu melihat pekerjaan siswi Lala lagi. Siswi Lala terlihat kesusahan mengartikan kata ‘*noble*’. Guru lalu memberitahu “Mulia, mu-li-a. Tulis sini!” Siswi Lala lalu kesulitan mengartikan kata ‘*world*’. Guru lalu menggunakan bahasa isyarat Indonesia yang berarti ‘dunia’ dan siswi Lalapun mengerti “Dunia?” Lalu siswi Lala menuliskan jawabannya di *whiteboard*. Guru lalu meminta siswi Yoma untuk menerjemahkan kalimat ke tiga. Siswi Yoma terlihat tidak mengalami kesusahan menerjemahkan kalimat ketiga yang tidak terlalu panjang ‘*Doctors*

works in a hospital', siswi Yoma menjawab 'Dokter bekerja di Rumah Sakit'. Kemudian guru memeriksa pekerjaan siswa Deni. "Ana kembar *barang ki apa?*" Siswa Denipun menjawab "Ndak tahu." Guru lalu terlihat memeperhatikan *handphone*-nya sebentar lalu meminta siswa Deni untuk duduk.

11.54-12.07

(04) Kemudian guru mngajak murid untuk membahas dan menerjemahkan teks tersebut bersama-sama "yo sekarang lihat, *Doctor is one of*, satu dari, *noble professions*. Di sini ada 's' berarti ada banyak profesi, lha dokter itu salah satu profesi mulia." Guru lalu meminta murid mengulangi "Dokter adalah salah satu dari pekerjaan.." Guru lalu menanyakan arti '*noble*' dan siswi Lala menjawab "Mulai." Guru merespon "Ee mulai, kuwalik, mulia. Mulia di dunia. Di ingat kuwi." Guru lalu bercanda dengan mengajak siswi Lala mengulang-ulang kata mulia "Mulia, mulia, mulai, ahahaha." Guru lalu melanjutkan "Trus, *many children*, *many*, apa Bahasa Indonesianya?" Siswi Yoma menjawab "Banyak." Dan guru merespon "Pinter." Guru lalu melanjutkan sambil menulis di *whiteboard* "Kalau hanya satu anak 'child, tapi kalau banyak 'children'. Ingat kuwi." Guru melanjutkan lagi "Banyak anak-anak *and young people*. *People* apa?" Siswa Deni menjawab "Dua." Guru lalu berkata "Kok dua? Kuwi mungkin kamu '*Double*' wong iki *people* kok tekan *double*." Siswa Deni menjawab lagi "Orang." Guru lalu merespon "Ya, orang...lawannya tua?" Siswi Lala menjawab "Muda." Guru merespon "Nhaa, banyak orang muda..." Siswi Yoma lalu menjawab "Ingin." Guru merespon "Betul, ingin menjadi seorang dokter." Guru lalu meminta siswa melanjutkan menerjemahkan kalimat ketiga dan murid menjawab "Dokter bekerja di Rumah Sakit." Guru lalu meminta siswi Yoma menerjemahkan kalimat berikutnya, siswi Yoma menjawab "Mereka bekerja bersama suster.." Guru merespon "Pinter, dengan bersama perawat, mengobati, meng-o-ba-ti.." Siswi Yoma melanjutkan "Pasien." Guru lalu menuliskan terjemahan di *whiteboard* lalu meminta siswi Lala menerjemahkan kalimat berikutnya "*Before*, se.. sebelum" Siswi Lala lalu menjawab "Sebelum memberi.." Guru merespon "Ya betul. Sebelum memberi.." Siswa Deni menjawab "Obat." Guru lalu meminta siswa Lala mengulangi "Sebelum member obat..." Guru lalu melanjutkan "*Usually*.." Siswi Lala berkata "Sule..." Guru merespon "Sule? Hehe. Bukan Sule yang di TV. *Usually*, biasanya, memeriksa..." Siswa Deni menjawab "para pasien. Guru merespon "para pasian, lebih dulu. *First* itu artinya lebih dulu." Setelah menulis terjemahan di *whiteboard*, guru melanjutkan lagi dengan meminta siswa Deni menerjemahkan kalimat berikutnya "*After*, setelah mengetahui penyakitnya.." Siswa Deni melanjutkan "mereka memberi obat."

Guru merespon “Memberi obat, ini berarti di balik.” Siswa Deni menjawab lagi “Orang sakit.” Guru merespon “Ya, orang sakit disebut juga pasien.” Guru lalu meminta murid untuk menulis dan mencatat hasil terjemahan tersebut.

12.07-12.11

(05) Setelah beberapa saat, guru bertanya “Ada yang sulit? Apa?” Para muridpun menjawab bahwa mereka kesulitan mengartikan kalimat yang dibolak-balik. Gurupun menjelaskan “Itu harus diingat, dipahami. Contoh ‘*sick people*’ sakit-orang, kan tidak, bukan. Jadi dipahami, dimengerti, sakit-orang, oo bukan, maksudnya orang sakit. Sulit ya? Sebab kamu tidak terbiasa. Kalau terbiasa juga bisa, seperti kamu bica Bahasa Indonesia, kamu paham, tahu, sebab biasa bicara Bahasa Indonesia. Tapi tidak boleh menyerah, putus asa, tetap harus belajar, Nanti sedikit-sedikit tambah paham. Ya? Bu Asih juga sulit.” Siswi Lalapun berkata “Karena sudah tua.” Gurupun merespon “Kalau kamu kan masih muda, masih kuat. Bu Asih sudah tua. Bu Asih sudah tua saja belajar, he-e tha? Kamu yang masih muda harus semangat.” Guru lalu memberikan Pekerjaan Rumah “Kalau sudah nati PR *task three*, tugas ke-tiga, pertanyaan tentang bacaan ini. Ini kan kamu sudah tau, lha nanti ada pertanyaan ‘*What is the title of the text?*’ Apa judulnya bacaan itu..” Di tengah guru menjelaskan, ada guru lain yang mengetuk pintu kelas dan berkata “Maaf, rapat mendadak.” Guru SS hanya mengacungkan jempol pada guru tersebut dan meneruskan berkata “Sudah ya, Bu Asih mau rapat, kalian lanjutkan. PR tidak boleh berkata lupa, kalau lupa pulang” Siswi Lala menjawab “Tidak lupa.” Guru merespon “Ya pinter.” Guru lalu meminta maaf pada peneliti karena dia harus meninggalkan kelas lebih awa karena ada rapat. Peneliti-pun mengerti dan guru meninggalkan ruang kelas tanda bahwa pelajaran hari itu sudah selesai.

Komentar Peneliti:

(06) Pada pertemuan kali ini semua murid hadir. Siswi Yoma yang pada pertemuan sebelumnya tidak masuk karena sakit sudah kembali Sekolah. Guru lalu membuka pelajaran dan mengaitkan sakitnya Yoma ke materi dengan menanyakan kepada murid bagaimana agar cepat sembuh saat sakit, yaitu dengan minum obat yang diberi dokter. Guru lalu melanjutkan materi sebelumnya ‘*profession*’ dengan latihan menerjemahkan teks Bahasa Inggris ke dalam Bahasa Indonesia. Guru lalu menggunakan salah satu teks dari buku pegangan dan menuliskannya di papan selagi meminta murid membaca dan mencoba mengartikannya.

(07) Guru lalu mengajak murid berlatih *speaking* dengan *drilling*. Saat ada murid yang masih salah dalam membaca, guru akan terus mengulang melatih mereka membaca sampai pengucapan mereka betul. Hal ini menunjukkan kesabaran dan perhatian guru pada kemampuan murid. Guru lalu meminta murid untuk maju satu persatu dan masing-masing menerjemahkan satu kalimat ke Bahasa Indonesia. Masih banyak kata-kata atau *vocabulary* yang belum diketahui oleh murid. Gurupun memberitahu arti kata-kata tersebut dengan Bahasa isyarat. Guru lalu mengajak siswa untuk menerjemahkan sisa kalimat bersama-sama sambil membetulkan jawaban murid.

(08) Saat ditanya oleh guru apakah murid mengalami kesulitan, murid menjawab bahwa mereka masih bingung pada saat mengartikan Bahasa Inggris ke Bahasa Indonesia susunan katanya menjadi terbolak-balik. Mengatasi hal ini guru meminta murid untuk memahami kalimatnya. Jika saat diartikan, kalimat menjadi terbolak-balik dan tidak menjadi kalimat yang baik, maka murid harus memahaminya dan menyusun kata-kata tersebut kembali sehingga menjadi kalimat yang baik dan benar. Lalu pada pukul 12.10 ada guru yang memberitahu guru AS bahwa ada rapat mendadak sehingga guru AS harus menyudahi pelajaran dan sebelum meninggalkan kelas, guru memberikan Pekerjaan Rumah pada murid.

FIELD NOTE OF OBSERVATION 7

Catatan lapangan nomor : 12

Waktu pengamatan : Kamis, 14 November 2013

Tempat pengamatan : Kelas XI SLB/B YRTRW SKA

Obyek pengamatan : Kegiatan belajar-mengajar Bahasa Inggris oleh Ibu Sri Sumarsih (SS)

Pengamat : Aditya Pratama (AP)

11.32- 11.38

(01) Hari ini peneliti (AP) dan guru (AS) masuk ke kelas pada pukul 11.32. Murid-murid terlihat masih mencatat pelajaran sebelumnya yang masih tertulis di *whiteboard*. Setelah guru dan peneliti menempatkan diri, guru membuka pelajaran dengan menyapa “*Good afternoon.*” Muridpun menjawab “*Good Afternoon.*” Guru bertanya lagi “*How are you?*” Muridpun menjawab “*I’m fine and you?*” Guru menjawab “*I’m fine too.* Semua masuk ya?” Muridpun menjawab “Iya.” Kemudian guru mengingatkan murid tentang pelajaran sebelumnya “Kalian masih ingat kemarin belajar apa?” Siswi Yoma menjawab “Mengartikan.” Guru merespon “Ya pintar, mengartikan apa?” Lalu siswa Deni menjawab “*Doctor*” Guru lalu menambahkan “Teks yang berjudul ‘*Dokter*’. PR-nya sudah dikerjakan?” Muridpun serentak menjawab bahwa mereka sudah mengerjakan. Guru lalu berkeliling sebentar dan memeriksa Pekerjaan Rumah murid lalu guru berkata “Bagus, Bu Asih senang kalian rajin, semua mengerjakan. Sekarang kita bahas bersama ya.”

11.38-11.45

(02) Guru lalu membuka buku paketnya dan mulai membahas “*Number one, what is the title of the text?*” Muridpun serentak menjawab “*Doctor*” Guru merespon “ya betul, *number two, where do the doctors work?*” Muridpun menjawab bersama lagi “*Hospital.*” Guru merespon “Yap inter, *hospital.* Sekarang *number three, what do the doctors do before giving the medicine to the patients?*” Kali ini murid terlihat diam, gurupun bertanya “Tidak tahu? Artikan

dulu, apa yang dokter lakukan se..” Siswa Deni menjawab “Sebelum.” Guru merespon “Ya, sebelum memberi apa? *Medicine* apa kemarin” Lalu siswi Yoma menjawab “Obat.” Guru merespon lagi “ya, apa yang dokter lakukan sebelum memberi obat pada pasien? Lihat bacaannya! Paragraf tiga, *before giving the medicine, doctors usually examine the patient first*. Sebelum memberi obat dokter biasanya, *examine* apa?” Guru lalu menggunakan Bahasa isyarat dan murid menjawab “Memeriksa.” Guru lalu berkata “Ya, memeriksa, jadi jawabannya apa? *The doctor examine the patient first.*” Guru kemudian melanjutkan “*Number four, according to the text, why do many children want to be a doctor?*” Siswa Deni menjawab “*Noble.*” Guru lalu menambahkan, “Ya, *because doctor is one of noble professions*. Terakhir, *number five, in the hospital what do we usually call the sick people?*” Muridpun menjawab “*Patient.*” Guru lalu merespon “Ya betul, semua pintar.”

11.45- 11.54

(03) Guru kemudian memulai materi yang baru dengan menuliskan topic materi dan berkata “Sudah ya, sekarang kita akan belajar yang baru, *asking for repetition*. Apa?” Muridpun mengikuti ucapan guru. Guru lalu melanjutkan “Artinya ‘meminta pengulangan. Jika kamu bicara dengan orang, tapi kamu kurang jelas, maka kamu minta pengulangan. Dengan belajar ini nanti kamu bisa meminta pengulangan dengan Bahasa Inggris. Apalagi kalian kan pendengarannya kurang, jadi dengan ini nanti kamu bisa minta diulangi kata-kata orang tersebut apalagi kalau dalam Bahasa Inggris” Guru lalu meminta siswa membuka buku pegangan “Ayo buka bukunya, *page thirty one*, halaman tiga puluh satu. Yang bawah, *dialog*. Coba kalian baca dulu sebentar.” Setelah beberapa saat guru melanjutkan pelajaran “Sudah? Sekarang kita baca dulu bersama-sama ya. Bu Asih baca dulu, lalu kalian mengikuti!” Guru lalu mengajak murid untuk berlatih speaking dan membenarkan pengucapan mereka. Setelah murid dirasa sudah benar dalam pengucapan, guru melanjutkan “Kalau kamu ingin meminta pengulangan, bisa menggunakan kalimat yang ada di bawah itu, *pardon, me*. Kemudian *excuse me, would you repeat what you have said?* Lalu *I’m sorry I’m not clear. Can you repeat please?* Atau biar singkat “*Can you repeat please?*”

11.54-12.13

(04) Guru lalu melanjutkan “Sekarang dibalik, *Task two*. Contoh soal, kita kerjakan bersama-sama saja ya. Nomer satu, *may I borrow your pen?* Jawabannya apa?” Muridpun menjawab “*Pardon, me ?*” Guru merespon, ya pinter, *pardon me?* Terus nomer dua, *this cake is delicious. I’m sorry, I can’t hear your voice. Can you* titik-titik *pleas?* Jawabannya apa? Muridpun menjawab “*Repeat.*” Guru merespon “Ya benar, *can you repeat please?* Sekarang dibaca dulu.” Guru memberikan drilling lagi kepada siswa. Setelah selesai drilling guru melanjutkan “Nah sekarang kalian buat dialog tentang meminta pengulangan, ditulis, anti maju ke depan dipraktekkan. Deni nanti kamu maju dua kali ya. Pertama dengan Lala, lalu dengan Yoma. Sekarang dibuat dulu, latihan dulu. Kalau ada yang sulit, Tanya Bu Asih.” Muridpun lalu bersama-sama membuat dialog, walaupun berdiskusi kelas tidak terasa terlalu ramai karena murid menggunakan Bahasa Isyarat.

12.13-12.22

(05) Setelah beberapa menit guru berkata “Sudah? Kalau begitu Lala dan Deni dulu maju.” Murid lalu maju dan mempraktekkan dialognya tanpa membawa buku. Siswi Lala berkata “*Deni, do you bring my pen?*” Siswa Deni menjawab “*Can you repeat please?*” Siswi Lala berkata “*Do you bring my pen?*” Siswa Deni menjawab “*Oh yes, here.*” Siswi Lala berkata “*Thank you.*” Kemudian guru merespon “Ya, *very good*. Berikutnya Yoma dengan Deni.” Sisw Yoma kemudian maju dan siswa Deni bertanya “*Do you wanna go to market?*” Siswi Yoma menjawab “*Pardon, me?*” Siswi Deni berkata lagi “*I said do you wanna go to market?*” Siswa Yoma menjawab “*Yes sure.*” Guru lalu merepon “*Excellent*. Bagus, boleh duduk.”

11.22-11.26

(06) Setelah murid kembali ke tempat duduk, guru berkata “Nah kalian sekarang sudah paham ya cara meminta pengulang menggunakan Bahasa Inggris. Ini di ingat, jangan lupa. Guru lalu bertanya pada siswa “Ada yang sulit? Mau tanya?” Muridpun serentak menjawab “Tidak, sudah.” Guru merespon “Sudah bisa? Bagus, pinter.” Guru kemudian menutup pelajaran “Hari ini sudah dulu ya, sekarang berdoa dulu, berdoa mulai.” Guru dan murid lalu berdoa, kemudian guru menepuk tangannya dengan keras satu kali sebagai tanda doa selesai, kemudian guru mengucapkan salam dan meninggalkan kelas.

Komentar Peneliti:

(07) Hari ini guru dan murid memulai pelajaran tepat waktu dan semua murid hadir. Guru memulai pelajaran dengan menyapa, memeriksa kehadiran siswa, kemudian membahas pelajaran sebelumnya. Guru lalu memeriksa pekerjaan rumah murid dan membahasnya bersama-sama.

(08) Setelah itu guru memasuki pelajaran baru yaitu '*Asking for repetition*.' Guru menunjukkan tujuan pelajaran ini, apalagi bagi para murid yang terganggu pendengarannya, kemampuan untuk meminta pengulangan bicara itu sangat penting. Guru melakukan berbagai latihan seperti membace, *drilling pronunciation* berulang kali, memberikan contoh ungkapan dan latih soal walau hany berjumlah dua butir.

(09) Guru lalu meminta murid untuk berlatih membuat dialog dan maju memperagakan dialog tersebut. Metode pengajaran ini dapat disebut *Role Play* walaupun hanya sederhana saja mengingat terbatasnya kemampuan murid. Karena jumlah murid yang ganjil sehingga guru meminta siswa Deni untuk maju dua kali. Muridpun mampu memperagakan dialog 'meminta pengulangan' walaupun kalimat yang mereka gunakan pendek dan sederhana dan cenderung menyerupai contoh. Tapi performa mereka telah menunjukkan pemahaman mereka terhadap materi. Guru lalu member kesempatan untuk bertanya, tapi murid menjawab bahwa mereka sudah memahami pelajaran yang diberikan. Hari ini guru tidak memberikan pekerjaan rumah dan meninggalkan kelas sesudah berdoa bersama.

TRANSCRIPT OF INTERVIEW WITH TEACHER 4

Catatan lapangan nomor : 13

Waktu pengamatan : Jumat, 22 November 2013

Tempat pengamatan : Kelas XI SLB/B YRTRW SKA

Interviewer : Aditya Pratama (AP)

Interviewee : Ibu Sri Sumarsih (SS)

Wawancara dilakukan pada hari Jumat 22 November pada pukul 08.00. Seluruh murid sedang mengikuti acara outbond di Manahan, sehingga peneliti (AP) bisa menemui guru (SS) di kantor dan melakukan tanya jawab terkait pembelajaran Bahasa Inggris pada anak tuna rungu.

AP : “Anak-anak di sini menggunakan alat bantu dengar sejak kecil atau sudah besar?”

SS (1) : “Yang jelas tidak semua anak memakai. Kalau mereka memakai biasanya dari kecil, tapi ada juga beberapa anak yang sudah besar baru pakai. Karena itu kan menuangkut kemampuan orang tua untuk membeli.”

AP : “Seberapa berpengaruh penggunaan alat bantu itu dengan kemampuan mereka bicara?”

SS (2) : “O iya, besar pengaruhnya.”

AP : “Kalau yang pakai dari kecil sama yang sudah besar itu nanyi hasilnya beda?”

SS (3) : “O iya ,beda. Karena dia kan bisa mendengar, mendengar suara, mendengar bunyi. Dalam mengucapkannya kan dia bisa menirukan. Seperti yang dia dengar, karena prinsipnya orang bicara itu kan sebetulnya menirukan.”

AP : “Apakah ada upaya peningkatan pengajaran Bahasa Inggris dari guru-guru Bahasa Inggris khusus SLB? MGMP seperti itu?”

SS (4) : “Belum ada. In baru untuk PLB tingkat karisidenan Surakarta itu baru ada, *apa kuwi jenenge*, apa selain MGMP itu? Lupa aku. Untuk guru-

guru SLB se-Surakarta itu baru dibentuk satu tahun yang lalu tapi belum *exist*. Artinya belum banyak kegiatan yang ada.”

AP : “Kalau jam mengajarnya satu minggu berapa banyak?”

SS (5) : “Saya kan ngajar SMP-SMA untuk Bahasa Inggris...”

AP : “Kalau agama Kristenya?”

SS (6) : “Agama Kristennya...”

AP : “Dari kelas berapa?”

SS (7) : “Oh, SD-SMP-SMA.”

AP : “O semua SD-SMP-SMA?”

SS (8) : “SD-SMP-SMA, Bahasa Indonesia SMP-SMA, Bahasa Inggris SMP-SMA.”

AP : “Agama Kristennya, masing-masing kelas berapa jam seminggu?”

SS (9) : “Kalau SD 3 jam, SMP-SMA 2 jam-2 jam.”

AP : “Oh, SD malah 3 jam?”

SS (10) : “He-e, kalau SD agama malah 3 jam.”

AP : “Lalu setahu ibu, murid kelas sebelas kemarin itu ingin diajar dengan media yang lain *mbothen*?”

SS (11) : “Oh ya, prinsipnya anak-anak itu, anak-anak SLB itu khususnya yang B itu senang kalau ada media. Seperti misalnya film, apa gambar corek, atau... pokoknya visual. Karena seringkali disebut anak tunarungu itu pemata. Karena kemampuan dengarnya dia kurang, jadi dia lebih suka yang, lebih tertarik yang...”

AP : “Suka yang visual?”

SS (12) : “He-e, bisa dilihat.”

AP : “Lalu kemarin kan ibu bilang kalau nggak mengerjakan PR kan disuruh pulang, Deni juga cerita dulu pernah disuruh pulang. Itu terus anake, PR-nya langsung dikerjakan atau gimana?”

SS (13) : “Oh itu saya selalu begitu kalau di awal-awal semester ya, untuk mengatasi kemalasan mereka. Jadi supaya mereka *ben* ada rasa takut kalau mereka pulang...”

AP : “Biar mengerjakan?”

SS (14) : “Lha he-e, misalnya mereka yang dijemput, kalau belum dijemput, pulang, ambil buku *piye* dan macem-macem supaya mereka bisa berfikir. Cuma itu aja.”

AP : “Tapi kalau ada yang belum tadi itu langsung dikerjakan?”

SS (15) : “O kalau baru Pertama kali iya. ‘Ya sudah dikerjakan dulu’, lha temannya yang lain kan terus saya ajar, terus saya kasih tahu ‘Berarti teman-teman sudah tahu untuk yang materi ini tapi kamu belum *tha*? Karena kamu belum mengerjakan PR, berarti kamu terlambat. Teman-teman yang lain sudah lebih pinter, kamu belum.’ Nha itu memotivasi mereka, oh ternyata dia rugi juga kalau nggak mengerjakan PR.”

AP : “Kemudian indikator penilaian *speaking*?”

SS (16) : “*Speaking*?”

AP : “Iya, yang dinilai apanya yang dijadikan indikator?”

SS (17) : “Eee, kalau bagi saya nggak ada patokan yang pasti ya, tetapi kalau sudah mirip-mirip dengan apa yang harus diucapkan dalam Bahasa Inggris menurut saya sudah benar. Maksudnya nggak jauh berbeda, misalnya ‘*book*’ gitu ya, dia sudah benar /b:uk/ walaupun mungkin kurang sedikit bukan berarti ‘bok’. *Nek* ‘bok’ itu kan berarti sudah menyalahi, salah total *ngunu lho*. Karena kalau anak yang SMA kelas dua itu kan sudah, belajarnya kan sudah lima tahun, empat tahun lah. Belajar Bahasa Inggris kan sudah empat tahun, sejak SMP kelas satu.”

AP : “Kalau *listening*-nya?”

SS (18) : “Ee, lha kalau listening ini agak sulit. Saya menilainya dari dia menirukan apa yang saya, saya *apa jenenge*? Saya ucapkan. Kalau misalnya dia ee mengucapkannya sulit, tapi dia tahu Bahasa Indonesianya itu sudah saya maklumi. Berarti dia kan sudah mendengar. Misalnya ‘*I go to school*’. Hmm pergi Sekolah?”

(Menirukan jawaban murid). Berarti dia kan sudah mendengar. Maksudnya dia kan sudah bisa menangkap apa yang saya..”

AP : “Tanyakan?”

SS (19) : “He-e, itu sudah saya maklumi. Maksudnya ya, oke, dia bisa. Tetapi untuk mengucapkan kan dia sulit, tapi dia kan ngerti artinya, dan itu yang banyak terjadi untuk anak-anak.”

AP : “Kemudian kalau komposisi empat *skill*-nya itu, misalnya *reading* berapa persen gitu?”

SS (20) : “Untuk...apa? Saya menentukannya?”

AP : “Kebanyakan ngajarnya, *reading*-nya berapa persen? *Writing* berapa persen?”

SS (21) : “Oh, saya usahakan rata-rata sama. Cuma untuk materi-materi yang baru misalnya kata-kata yang baru, yang belum pernah itu lebih ke ucapan. Kalau bisa ya rata-rata sama lah. Makanya kan seringkali saya tanya, saya suruh maju, saya suruh membaca, itu kan supaya empat itu kan bisa tercapai. Walaupun tentunya untuk tiap-tiap anak kemampuannya berbeda”

AP : “Di data tidak anak yang memakai alat bantu dengar di sini?”

SS (22) : “Oh tidak, saya tidak mendata.”

AP : “Oh tapi kalau begitu dikira-kira saja, berapa persen dari seluruh murid yang ada di sini?”

SS (23) : “Waduh, seluruh murid?”

AP : “Iya.”

SS (24) : “Eee, aduh nek seluruh murid sih aku kurang tahu ya. Tapi kalau untuk anak-anak besar itu sedikit.”

AP : “Oh, sedikit?”

SS (25) : “He-e, besar itu yang jelas pake itu Rodhiyah, yang besar itu maksudnya, SMA itu cuma Rodhiyah, yang lain nggak ada terus SMP itu cuma Eghi.”

AP : “Kalau yang SD ada lebih dari 50 persen mbothen?”

- SS (26) : “Lebih banyak SD tapi nggak sampai 50 persen.”
- AP : “Lalu kalau misalnya disini akan ada Lab. Bahasa, itu ibu ingin lab yang seperti apa? Isinya apa saja dan bisa untuk mengajar apa?”
- SS (27) : “Kalau untuk lab. Bahasa itu idealnya ada ya. Tapi harus melihat SDM-nya, jadi harus ada guru-guru yang khusus, memang bisa mengajar Bahasa Inggris seperti mas Adit ini.”
- AP : “Oh gitu. Kalau untuk pelajaran khusus seperti bina wicara, lalu ada apa lagi?”
- SS (28) : “Oh kalau sekarang, sejak KTSP itu BKPBI, Bina Komunikasi Persepsi Bunyi dan Irama.
- AP : “Bisa dijelaskan secara singkat?”
- SS (29) : “Itu adalah kelas untuk memaksimalkan kemampuan *listening*, bisa di eksplor melalui kemampuan motorik. Siswa di rangsang bunyi, kemudian merefleksi, misal dikasih bunyi seperti ini, nanti siswa menirukan. Lalu bunyi peluit, siswa dilatih untuk mendeteksi tadi itu bunyi panjang atau pendek, lalu ditiup berapa kali, seperti itu.”
- AP : “Kalau guru yang mengajar?”
- SS (30) : “Yang mengajar ada khusus.”
- AP : “ Oh guru khusus nggih? Nggih, ya sudah.”
- SS (31) : “Sudah?”
- AP : “Ya, terimakasih bu, maaf ngrepoti.”
- SS (32) : “Ah nggak ngrepoti. Kalau dosen-mu ada saran buat saya mengajar saya senang sekali.”
- AP : “Oh nggih, permisi bu”
- SS (33) : “Ya.”

TRANSCRIPT OF INTERVIEW WITH THE STUDENTS 3

Catatan lapangan nomor : 14
 Waktu pengamatan : Jumat, 22 November 2013
 Tempat pengamatan : Kelas XI SLB/B YRTRW SKA
 Interviewer : Aditya Pratama (AP)
 Interviewee : Siswa Deni (DN), Siswi Lala (LL) dan Siswi Yoma (YM)

Wawancara dilakukan pada hari Jumat 22 November pada pukul 10.00. Anak-anak baru saja pulang dari acara outbond di Manahan, kemudian peneliti (AP) masuk ke kelas sebelas dan melakukan tanya jawab dengan para murid.

AP : “Hallo, kakak mau tanya-tanya lagi ni, boleh?”

DN,LL,YM(1): “Ya.”

AP : “Seberapa banyak sih kalian bisa Bahasa Inggris?”

DN (2) : “Lumayan bisa.”

LL (3) : “Ya, lumayan.”

AP : “Yoma gimana?”

YM (4) : “Sedikit.”

AP : “Sedikit? Kenapa? Bahasa Inggris susah?”

YM (5) : “Iya.”

AP : “Lama pelajaran Bahasa Inggris di kelas cukup tidak?”

YM (6) : “Sebentar.”

LL (7) : “Guru sibuk rapat.”

AP : “Pengen yang lama?”

DN (8) : “Ya, karena Bahasa Inggris harus dicari di kamus, jadi lama.”

- AP : “Oh begitu. Kalian ingin diajar pakai alat lain selain buku dan papan tulis tidak?”
- YM,DN (9) : “Iya.”
- AP : “Pengen pakai alat apa?”
- YM (10) : “Eee, nggak tahu, heheheh.”
- DN (11) : “Buku.”
- AP : “Buku yang lain?”
- DN (12) : “Iya.”
- AP : “Kalau Lala?”
- LL (13) : “Nggak, sudah cukup.”
- AP : “Oh, sudah cukup. Kalian tahu lab. Bahasa nggak?”
- DN,LL (14) : “Nggak tahu.”
- YM (15) : “Tahu.”
- AP : “Yoma tahu? Buat apa lab. Bahasa?”
- YM (16) : “Belajar, hehehe.”
- AP : “Di lab bahasa itu nanti ada computer dan alat-alat buat belajar Bahasa Inggris. Kalian mau kalau di sini ada lab. Bahasa?”
- DN,LL,YM(17): “Mau.”
- AP : “Kenapa?”
- YM (18) : “Bisa belajar lagi.”
- AP : “Bisa belajar lebih banyak lagi?”
- YM (19) : “Iya.”
- AP : “Kalau alat bantu dengar, kalian pake tidak?”
- YM (20) : “Nggak.”
- DN (21) : “Pake, dulu.”

LL (22) : “Di lepas.”

AP : “Kenapa di lepas?”

LL (23) : “Pusing.”

AP : “Oh pusing. Kalau Deni kok nggak pake lagi?”

DN (24) : “Nggak enak. Udah bisa ngerti ucapan guru dan isyarat.”

AP : “Oh gitu. Kapan pakainya?”

DN (25) : “2007-2008”

AP : “Hmm, y sudah. Terima kasih ya, kakak pulang dulu.”

DN,LL,YM(26): “Ya, sama-sama.”

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMALB B YRTRW Surakarta

Mata Pelajaran : Bahasa Inggris

Pokok Bahasan : Public Places

Kelas/Semester : XI/I

Alokasi Waktu : 2 X 40'

I. Standart Kompetensi

3. Mengungkapkan makna dalam teks percakapan transaksional/interpersonal lisan sederhana untuk berinteraksi dengan lingkungan sekitar dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar

3.1. Menirukan teks percakapan transaksional interpersonal lisan dan atau sederhana.

III. Indikator

A. Kognitif

1. Produk

1. Membedakan macam-macam tempat umum
2. Menulis laporan sederhana tempat-tempat umum.

2. Proses

1. Siswa dapat menulis tempat=tempat umum
2. Siswa dapat menunjukkan gambar-gambar yang termasuk tempat umum .

B. Afektif

- a. Mengembangkan perilaku berkarakter : rasa ingin tahu, sopan santun, gemar membaca dan percaya diri.
- b. Mengembangkan ketrampilan sosial meliputi komunikasi interaksi dan bersahabat

C. Psikomotor

Dapat mengidentifikasi tempat=tempat umum..

IV. Tujuan Pembelajaran

A. Kognitif

1. Produk

1. Membedakan macam-macam tempat umum
2. Menulis laporan sederhana tempat-tempat umum.

2. Proses

1. Siswa dapat menulis tempat=tempat umum
2. Siswa dapat menunjukkan gambar-gambar yang termasuk tempat .

B. Afektif

- a. Mengembangkan perilaku berkarakter : rasa ingin tahu, sopan santun, dan percaya diri, gemar membaca.
- b. Mengembangkan ketrampilan sosial meliputi komunikasi interaksi dan bersahabat.

C. Psikomotor

Dapat mengidentifikasi tempat-tempat umum.

V. Materi Pelajaran

- a. Tanya jawab yang terkait materi
- b. Membahas macam-macam tempat umum di sekitar.
- c. Menjawab atau merespon tentang materi yang diberikan

VI. Metode Pembelajaran

- a. Model pembelajaran kooperatif
- b. Metode pembelajaran ceramah, tanya jawab, demonstrasi, dan tugas

VII. Media Pembelajaran

Gambar-gambar tempat umum

VIII. Kegiatan Pembelajaran

NO	Kegiatan Waktu	Fase	Kegiatan Pembelajaran
1	Pendahuluan (5 menit)	Menyampaikan tujuan pembelajaran dan memotivasi siswa.	<ul style="list-style-type: none"> • Memotivasi siswa • Mengkondisikan siswa • Menyampaikan tujuan pembelajaran
2	Inti (60 menit)	Eksplorasi	<ul style="list-style-type: none"> • Membuka buku bahasa Inggris yang sesuai dengan materi • Guru menjelaskan macam-macam tempat umum. • Memberi contoh dalam gambar tempat-tempat umum.
		Elaborasi	<ul style="list-style-type: none"> • Meminta siswa mengucapkan kosakata terkait materi • Meminta siswa menuliskan tempat-tempat umum yang ditunjukkan guru. • Meminta siswa mengerjakan tugas yang ditulis di papan tulis • Membahas tentang hasil tugas

			yang di kerjakan
			<ul style="list-style-type: none"> • Melakukan penilaian selama kegiatan
		Konfirmasi	<ul style="list-style-type: none"> • Guru memperjelas kembali materi yang telah disampaikan
3	Penutup		<ul style="list-style-type: none"> • Guru memberi penguatan terhadap hasil pekerjaan siswa • Menutup pelajaran

IX. Penilaian Hasil Belajar

- Penilaian produk; lembar kerja siswa
- Penilaian psikomotorik; menjawab pertanyaan yang di berikan
- Penilaian sosial; melakukan komunikasi interaksi dan bersahabat.

X. Sumber Bahan Pelajaran

Buku Bahasa Inggris kelas XI

Kamus Bahasa Inggris

Surakarta, Juli 2013

Guru Mata Pelajaran

(Dra. Sri Sumarsih)

NIP. 196703191992032007

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMALB B YRTRW Surakarta

Mata Pelajaran : Bahasa Inggris

Pokok Bahasan : Public Signs

Kelas/Semester : XI/II

Alokasi Waktu : 2 X 40'

I. Standart Kompetensi

10. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana berbentuk procedure dan report untuk berinteraksi dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar

10.1. Menunjukkan makna yang terdapat dalam teks lisan fungsional dan monolog pendek..

III. Indikator

A. Kognitif

1. Produk

1. Merespon tanda-tanda di tempat umum.
2. Menyebutkan tanda peringatan dan tanda-tanda di tempat umum.

2. Proses

1. Siswa dapat menulis tanda-tanda di tempat umum.
2. Siswa dapat mengucapkan tanda-tanda di tempat umum.
3. Siswa dapat menunjukkann tanda-tanda di tempat umum.

B. Afektif

- a) Mengembangkan perilaku berkarakter : rasa ingin tahu, sopan santun, gemar membaca dan percaya diri.
- b) Mengembangkan ketrampilan sosial meliputi komunikasi interaksi dan bersahabat

C. Psikomotor

Dapat merespon tanda-tanda di tempat umum.

IV. Tujuan Pembelajaran

A. Kognitif

1. Produk

- a. Siswa dapat mengucapkan kosakata yang berkaitan dengan tanda-tanda di tempat umum.
- b. Siswa dapat menunjukkan gambar-gambar yang berkaitan dengan materi.

2. Proses

1. Siswa menyebutkan tanda-tanda di tempat umum setelah memperhatikan gambar yang ditunjukkan guru.
2. Siswa menunjuk gambar yang dimaksud guru.
3. Siswa memperhatikan gambar yang ditunjukkan guru lalu merespon.

B. Afektif

1. Mengembangkan perilaku berkarakter : rasa ingin tahu, sopan santun, dan percaya diri, gemar membaca.
2. Mengembangkan ketrampilan sosial meliputi komunikasi interaksi dan bersahabat.

C. Psikomotor

Menggambar tanda-tanda di tempat umum.

V. Materi Pelajaran

1. Tanya jawab yang terkait materi
2. Gambar tanda-tanda di tempat umum

.Metode Pembelajaran

- a. Model pembelajaran kooperatif
- b. Metode pembelajaran ceramah, tanya jawab, demonstrasi, dan tugas

VI. Media Pembelajaran

-tanda-tanda di tempat umum.

VII. Kegiatan Pembelajaran

NO	Kegiatan Waktu	Fase	Kegiatan Pembelajaran
1	Pendahuluan (5 menit)	Menyampaikan tujuan pembelajaran dan memotivasi siswa.	<ul style="list-style-type: none"> • Memotivasi siswa • Mengkondisikan siswa • Menyampaikan tujuan pembelajaran
2	Inti (60 menit)	Eksplorasi	<ul style="list-style-type: none"> • Membuka buku bahasa Inggris yang sesuai dengan materi • Guru menjelaskan tanda-tanda di tempat umum. • Guru menunjukkan tanda-tanda di tempat umum.
		Elaborasi	<ul style="list-style-type: none"> • Meminta siswa mengucapkan kosakata terkait materi • Meminta siswa menulis tanda-tanda di tempat umum. • Meminta siswa merespon gambar.

			<ul style="list-style-type: none"> • Meminta siswa mengerjakan tugas yang ditulis di papan tulis • Membahas tentang hasil tugas yang di kerjakan • Melakukan penilaian selama kegiatan
		Konfirmasi	<ul style="list-style-type: none"> • Guru memperjelas kembali materi yang telah disampaikan
3	Penutup		<ul style="list-style-type: none"> • Guru memberi penguatan terhadap hasil pekerjaan siswa • Menutup pelajaran

VIII. Penilaian Hasil Belajar

- d) Penilaian produk; lembar kerja siswa
- e) Penilaian psikomotorik; menjawab pertanyaan yang di berikan
- f) Penilaian sosial; melakukan komunikasi interaksi dan bersahabat.

IX. Sumber Bahan Pelajaran

Buku Bahasa Inggris kelas XI

Kamus Bahasa Inggris

Surakarta, Januari 2013

Guru Mata Pelajaran

(Dra. Sri Sumarsih)

NIP. 196703191992032007



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS SEBELAS MARET
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Ir. Sutami 36 A Surakarta, Telp/Fax (0271) 648939, Email fkkip@fkkip.uns.ac.id,
Website <http://fkkip.uns.ac.id>

Yth. Bp/Tha Pembimbing mohon dilaksanakan
Sebagaimana mestinya.

Lampiran : 1 (Satu Proposal)
Hal : Permohonan Ijin Menyusun Skripsi

Surakarta, 3 September 2013

Yth. Dekan
c.q. Pembantu Dekan I
FKIP – Universitas Sebelas Maret
di Surakarta

Dengan hormat, yang beranda tangan dibawah ini :

Nama : Aditya Pratama
Nomor Induk Mahasiswa : K2209001
Tempat, Tanggal Lahir : Purwodadi, 01 Juni 1991
Program / Jurusan : Bahasa Inggris/ Pendidikan Bahasa dan Seni
Tingkat / Semester : 4/ IX
Alamat : Jl.Soponyono 1 no.32 Purwodadi Grobogan

Dengan ini kami mengajukan permohonan kepada Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret Surakarta, untuk menyusun Skripsi / Makalah dengan judul sebagai berikut :

**"THE IMPLEMENTATION OF TEACHING AND LEARNING ENGLISH OF STUDENTS
WITH HEARING IMPAIREMENTS"**

(A Naturalistic Study At Tenth Grade students at SLB/B VRTRW in the Academic Year of
2013/2014)

Kami lampirkan pula kerangka minimal Skripsi / Makalah.

Adapun konsultasi / pembimbing, kami mohonkan :

1. Prof.Dr.Joko Nurkamto M.Pd
2. Endang Setyaningsih, S.Pd, M.Hum

Atas kerabulnya permohonan ini kami ucapkan terima kasih.

Tun Skripsi

Dra. Samudawati, M. Pd

NIP.19600415 196702 2 001

Persetujuan Konsultan,

1.

2.

Ketua Program :

Endang Setyaningsih, S.Pd, M.Hum
NIP. 198005132003122002

Hormat Kami,

Aditya Pratama
K2209001

Mengucapkan



Ketua Jurusan :

Dr. Muhammad Rohmadi, M.Hum
NIP. 19761013200212 1 005



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS SEBELAS MARET
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Ir. Sutami 36 A Surakarta, Telp/Fax (0271) 648939, Email kip@uns.ac.id,
Website <http://kip.uns.ac.id>

**SURAT KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU
PENDIDIKAN**

Nomor : 1216/UN27.02/PP/2013

TENTANG
IJIN PENYUSUNAN SKRIPSI / MAKALAH

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret, setelah menimbang pertimbangan penyusunan Skripsi/Makalah Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret,
Nomor: /UN27.02/PP/20

Tanggal 23 September 2012.

Dengan persetujuan konsultan/Pembimbing tanggal, 23 September 2013

MEMUTUSKAN

Menetapkan kepada mahasiswa tersebut dibawah ini :

Nama : Aditya Pratama
Nomor Induk Mahasiswa : K2209001
Tempat, Tanggal Lahir : Purwodadi, 01 Juni 1991
Program / Jurusan : Bahasa Inggris/ Pendidikan Bahasa dan Seni
Tingkat / Semester : 4/ IX
Alamat : Jl.Soponyono I no.32 Purwodadi Grobogan

Dijijinkan memulai menyusun Skripsi / Makalah dengan judul yang telah dirumuskan sebagai berikut :

**"THE IMPLEMENTATION OF TEACHING AND LEARNING ENGLISH OF STUDENTS
WITH HEARING IMPAIREMENTS"**

**(A Naturalistic Study At Tenth Grade students at SLBB YKTRW in the Academic Year of
2013/2014)**

Dengan konsultan / pembimbing :

1. Prof. Dr. Joko Nurkamto M.Pd (Pembimbing Pertama)
2. Endang Setyaningsih, S.Pd, M.Hum (Pembimbing Kedua / Teknik)

Surat Keputusan ini mulai berlaku sejak ditetapkan dan akan ditinjau kembali jika ditemukan hari ternyata terdapat kekeliruan.

Ditetapkan di : Surakarta

Pada Tanggal : 16 OCT 2013

s.d. Dewan

Pembantu Dekan I

Prof. Dr. per. nat. Sajidan, M.Si
NIP. 19660415 199103 1 002

Tembusan :



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS SEBELAS MARET
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Ir. Soeari 26 A Surakarta, Telp/Fax (0271) 648939, Email kip@kip.uns.ac.id,
Website <http://kip.uns.ac.id>

Nomor : 3218 /UN27.02/PP/20 13
Lampiran : 1 berkas proposal
Hal : Permohonan ijin Research / Try Out

Yth. Kepala SLBB YRTRW Surakarta

Bpk. Mirdi, S.Pd

Di Surakarta

Dengan hormat,

Kami beritahukan bahwa Mahasiswa tersebut dibawah ini :

Nama : Aditya Pratama
Nomor Induk Mahasiswa : K2209001
Tempat, Tanggal Lahir : Purwodadi, 01 Juni 1991
Program / Jurusan : Bahasa Inggris/ Pendidikan Bahasa dan Seni
Tingkat / Semester : 4/ IX
Alamat : Jl.Soponyono 1 no.32 Purwodadi Grobogan

Telah kami ijin untuk menyusun Skripsi / Makalah guna melengkapi tugas – tugas studi tingkat Sarjana.

Dengan Judul :

**"THE IMPLEMENTATION OF TEACHING AND LEARNING ENGLISH OF STUDENTS
WITH HEARING IMPAIREMENTS"**

**(A Naturalistic Study At Tenth Grade students at SLB/B YRTRW in the Academic Year of
2013/2014)**

Sehubungan dengan hal tersebut kami mengharap kiranya saudara berkenan mengijinkan mahasiswa kami mengadakan Research / Try Out pada Sekolah / Instansi yang berada dibawah pimpinan saudara.

Atas perkenan dan perhatian Saudara kami ucapkan terima kasih.

Surakarta, 16 Oct 2013

a.n. Dekan

Pembantu Dekan I

Prof. Dr. rer. nat. Sajidan, M.Si

NIP. 19680415 199103 1 002



SEKOLAH LUAR BIASA BAGIAN TUNARUNGU

(SLB-B) YRTRW SURAKARTA

Alamat : Gembelgong, RT. 01/11, Gilingan, Banjarsari, Surakarta, K.P. 57134, Telp. (0271) 730909, Fax. 9271-730909

SURAT KETERANGAN

Nomor : 981/SLB-B/XI/P-2013

Yang bertanda tangan di bawah ini, Kepala Sekolah Luar Biasa Bagian Tunarungu Wicara Yayasan Rehabilitasi Tunarungu Wicara (SLB-B-YRTRW) Surakarta, menerangkan dengan sesungguhnya bahwa :

N a m a	: ADITYA PRATAMA
N I M	: K 2209001
Smt/ Program /Jurusan	: VIII / Pendidikan Bahasa Inggris / Pendidikan Bahasa dan Sastra
Fakultas	: FKIP - UNS

Telah mengadakan research /Survey/ PKN/ Observasi/ Wawancara di sekolah kami, pada Bulan September - Nopember 2013

Dalam rangka menyelesaikan tugas akhir, dengan judul Karya ilmiahnya adalah :

"WORKING WITH STUDENTS WITH HEARING IMPAIRMENT : LOOKING AT THEIR PROBLEMS AND PROPOSING SOLUTIONS" (A Naturalistic Research at SLB-B YRTRW Students in the Academic year of 2013/2014)

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.



Surakarta, 7 Nopember 2013
Kepala Sekolah

Sutandi, S.Pd
NIP. 196003251985091001